

Auckland Teachers College

Reflections on a hundred years of teacher education

Cover photograph is of the staff
and students of 1906



Auckland Teachers College, Epsom Avenue, built between mid-twenties and thirties, replaced by present complex in the seventies (opposite page).

Teachers Training College, Wellesley Street, built 1907.

Wellesley Street Normal School, built 1881
[Auckland Institute & Museum]
(overleaf).



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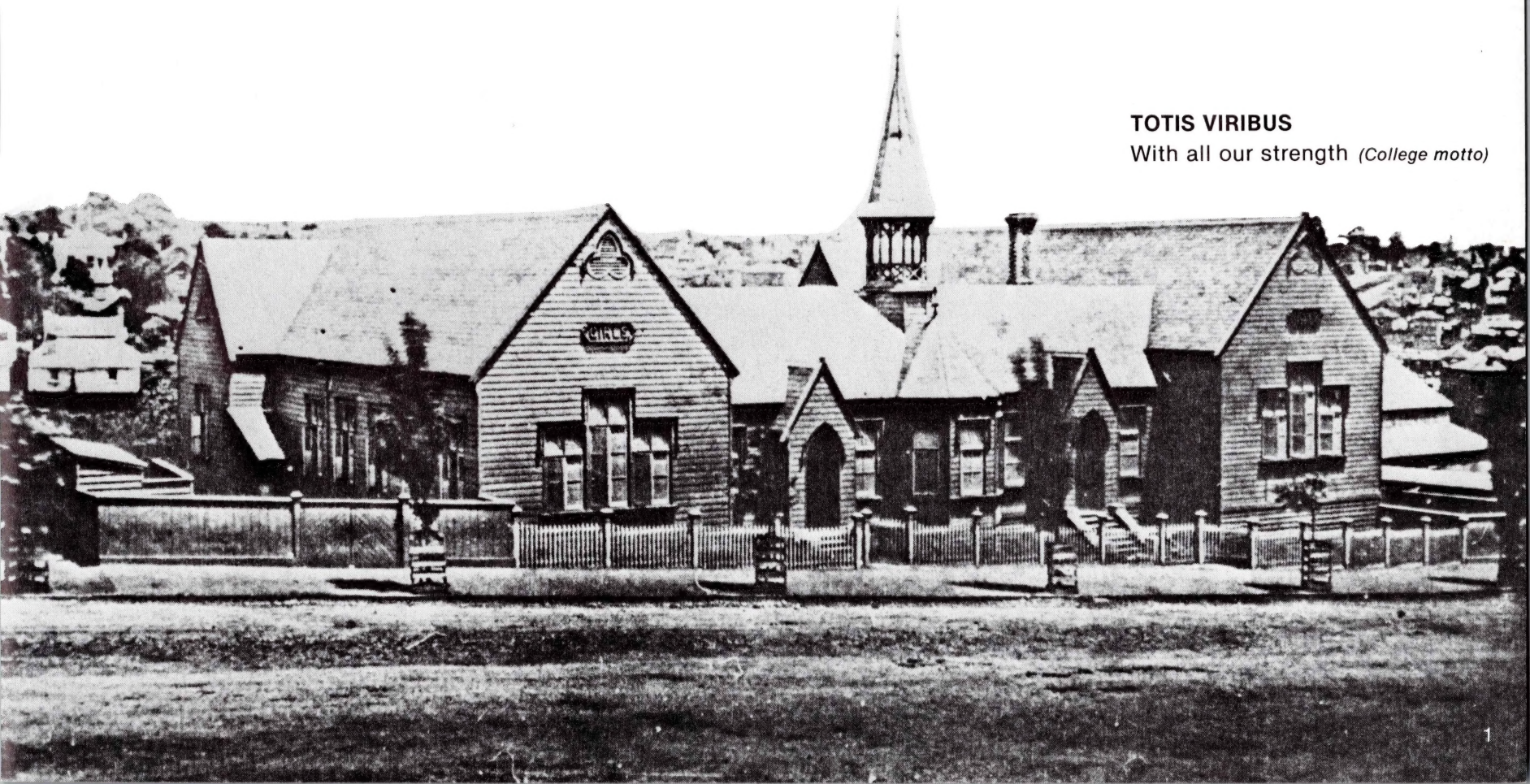


Auckland Teachers College

1881

TOTIS VIRIBUS

With all our strength (*College motto*)

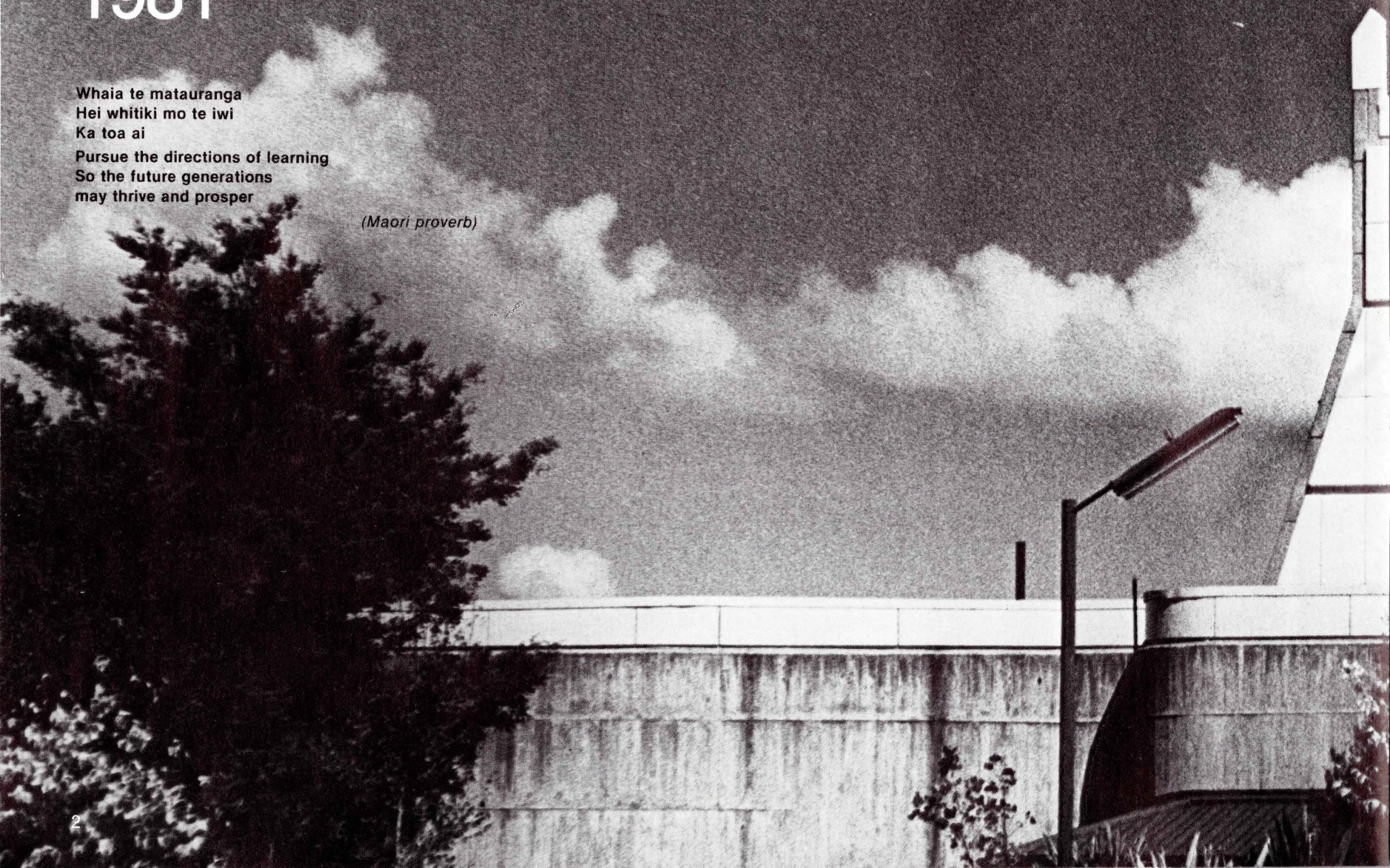


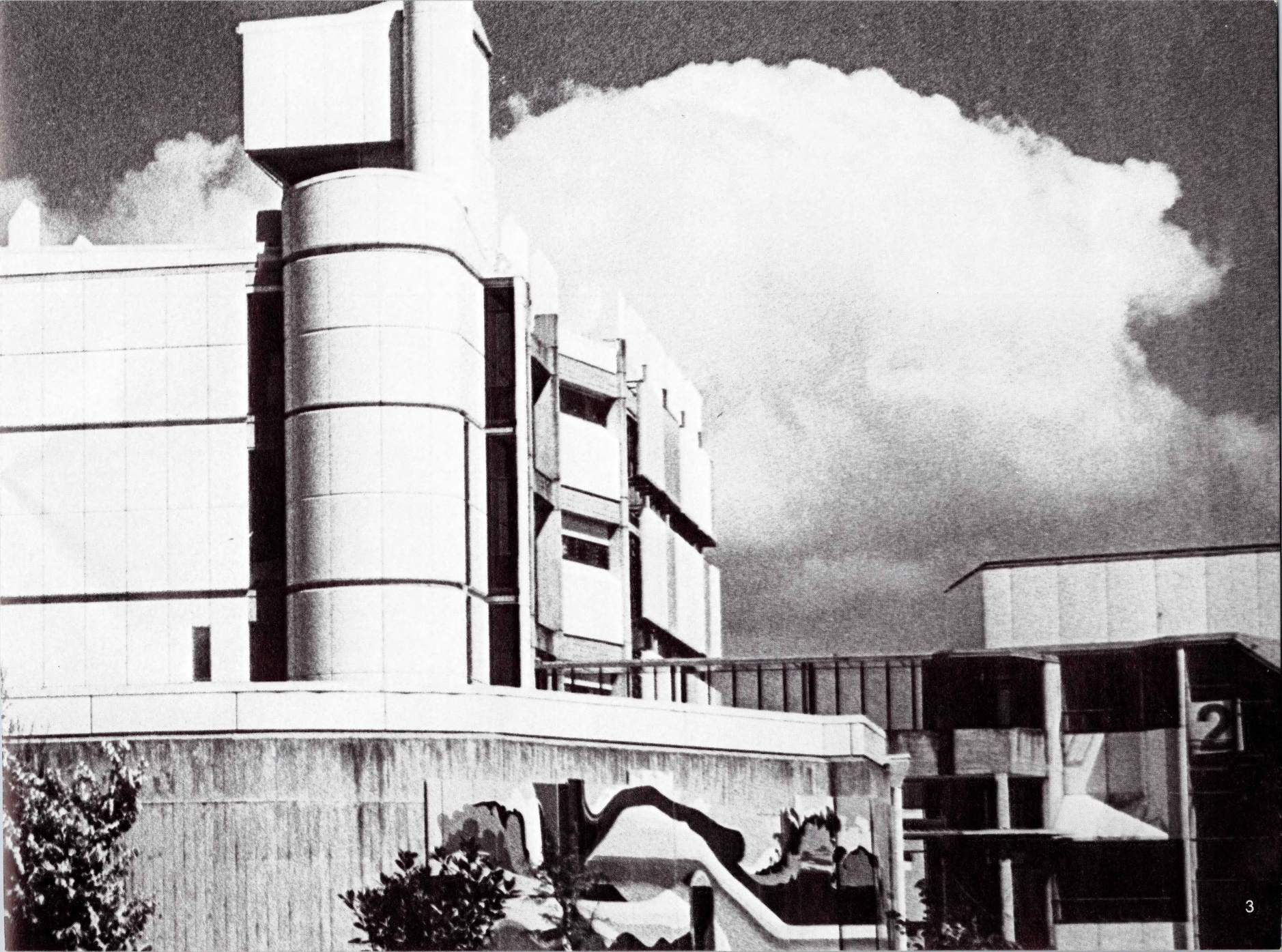
Auckland Teachers College 1981

Whaia te matauranga
Hei whitiki mo te iwi
Ka toa ai

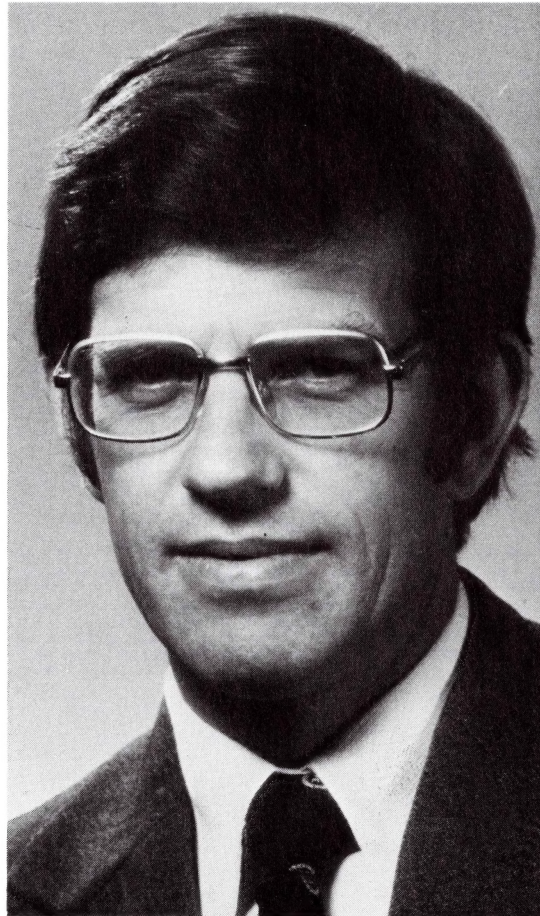
Pursue the directions of learning
So the future generations
may thrive and prosper

(Maori proverb)





Preface



I appreciate this opportunity to write a brief foreword to your Centennial booklet, as it enables me to thank those responsible for its publication. I can also acknowledge the enthusiasm with which all of those associated with the celebrations have worked to make it a memorable occasion.

A centenary is a time of looking back to important events in the college's history with people who as colleagues, friends and fellow students have taken different paths in the years since college days. Both students and staff of Auckland Teachers College have much to be proud of. The college in its one hundred years has made a significant contribution to education and life in New Zealand.

The college's next century will bring early changes. As students from the North Shore take up their training on the Epsom Campus the roll will rise substantially. I am confident that the recent programme changes initiated following the Review of Teacher Training gives a sense of optimism with which the college can face its future. The past one hundred years has shown how ready Auckland Teachers College is to meet challenges.

Congratulations!

M.L. Wellington
Minister of Education

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The Editor wishes to thank all those who submitted copy as well as the many people who supplied valuable snippets of information or provided verification of almost forgotten incidents. In particular we must thank Mrs Alix Wiren and Mr Bill Martin whose assistance and knowledge made the publication possible. We are grateful to Joan Brockett's help in searching the archives and to Carroll Kingston and Nola Furner for editorial assistance.

On behalf of the Centennial Committee and the College we thank the Staff, the Administration and all those who have contributed to the publication in any way.

Editor: Bill Trussell

Design: Derek Olphert

Publisher: Centennial Committee of
Auckland Teachers College

Printer: Clark and Matheson Ltd

Acknowledgements

The Centennial Committee gratefully acknowledges the support of the following business firms who have been associated with the College over the years:

Newmarket Wines and Spirits

Peryer Education Books (Auckland) Ltd,
8 Park Avenue, Grafton

Clark & Matheson Ltd,
Specialist Printers & Stationers.
A Long association with the College.

U.E.B. — Roxburgh Furniture Division
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Education Division,
149 Sunnybrae Road, Takapuna, Phone
489-128

Henry B. Norcross
Printers, Stationers, Booksellers

Trends in Teacher Education

During most of the past century teacher training courses at Auckland Teachers College were rather formal, academic and of only two years' duration. It was not until 1963 that the Royal Commission on Teacher Training made everyone aware of shortcomings in the system and of the need to upgrade and strengthen teacher training methods and resources.

The Commission found that courses were inadequate in preparing teachers for the complex tasks involved in teaching. Lack of relevance, fragmentation and superficiality were the main weaknesses cited. One person testified to the Commission that — "There is no one way into the hallways of learning, but there is one sure way *never* to enter the hallways of learning and that is by trying to get through all doorways at once — and that is what colleges are doing."

Following the Commission's report, the Education Department and successive governments gave tremendous impetus to improving and strengthening teacher training in all areas:

Three-year training was introduced in the late 1960's which was unquestionably the biggest professional advance of the century. For several years, national and local personnel combined to replan courses which were more challenging, more

meaningful and relevant, and with "depth" or advanced selected studies to Stage III as a compulsory study. The important principle of "Transfer of Training" was fundamental to the planners so that all students were *not* taught all subjects of the curriculum to *equal depth*. The opportunity for students to have some choice in their studies, to build on both basic professional and content studies was, for the first time, a vital principle of organisation of the new courses.

Since 1963 every teachers' college in New Zealand has been rebuilt — it is doubtful if any country in the world has such splendid accommodation for the training of its teachers! The provision of teaching equipment has been vastly increased in amount and variety. Library resources, audio visual equipment including television, along with very substantial general equipment grants, were approved on a scale unheard of in earlier years.

The establishment of independent teachers' college councils in 1970 to administer all teachers' colleges has further enhanced the efficient organisation of colleges. A much closer and mutually supportive relationship has developed between colleges and universities. Over the years the staffing of colleges has steadily improved culminating recently

in the new and more generous ratio of 1:12.5.

Colleges have become much more varied and exciting places, one reason being that we now better meet the needs of children and schools through the establishment of a wider range of courses. Apart from the three-year course, since 1965 our College has added the one-year university graduate course (this year 59 students), the post-graduate deaf course, the Island-trained teachers' course, the two-year mature students' course, and the early childhood two-year kindergarten teachers' course.

As well as these are the post-graduate 'Special Education' course (one year) and eleven post-graduate Diploma in Teaching courses. Furthermore, we have planned, and we hope will soon be established, a one-year course for teaching of blind children.

Through the seventies there has also been a noteworthy improvement in the application of sound principles of learning to our teaching methods. The following trends are apparent:

We have become much more 'student-centred' (rather than 'subject-centred') in approach. Students are encouraged to learn through active involvement in learning activities rather than sitting and passively listening to formal lectures.



There has developed a significant increase in practical "school-based" programmes — indeed the 100-hour compulsory Reading Course is entirely school-based!

There has been a steady increase in the amount of Professional Studies viz-a-viz liberal arts studies in course weighting.

There is a steady and continuous move away from formal written examinations to a stage where *evaluation* has become individualized as a teaching guidance tool rather than pure assessment of a student's work.

Much more effective and extensive use of audio visual aids in learning

and teaching enhances the interest, variety and quality of learning and teaching. (Our unique MATV system with four channels is almost fully operative).

Steadily improved liaison, co-operation and understanding with our associates and headmasters has narrowed the gap between "theory" and "practice", so that teaching practice has become a more genuine extension and reinforcement of College academic programmes.

We who work in teacher training and the schools are convinced that graduates are now more able, perceptive and sensitive practitioners than those of us who graduated in past decades. Surely no less was expected by the government and people of New Zealand when they supplied such vast resources to meet our needs during these years.

D.K.D. McGHIE
Principal

The teaching of reading has changed dramatically since the time of the "Janet and John" series. This illustrates a school-based programme in an open-plan situation where television is used as a teaching and diagnostic tool.

Some Changes in Teacher Education Over One Hundred Years

We all assume that teacher training has steadily progressed over the last 100 years. In general it has, but some aspects of teacher training during this time have not always developed in a straight line. Like strands of hair tossed by the head of economic exigencies and government whim they have swirled this way and that, sometimes curving backwards.

Take the question of local control of teacher training institutions; Christchurch and Dunedin Education Boards so prized this concept that teacher training institutions were established there before the 1877 Act introducing compulsory Education came into force, whereas in Auckland and Wellington the luxury of local pre-service teacher training was not indulged in until three years after central government voted a special grant to Education Boards for this purpose. When government funding of teacher training was suspended in 1888 at a time of economic decline, the Auckland and Wellington training institutions closed, and for nigh on 17 years money was saved by resorting to the relatively inexpensive expedient of the pupil teacher system.

Pupil teaching then was a four-year course in the School, an on-the-job apprenticeship supplemented by instruction from headmasters, before and after school. The course followed a

syllabus in physical drill, drawing, singing, science and school management.

By 1906 control of teacher training was assumed by the Department whose colleges in four centres admitted students to two year training after they had completed two years as pupil teachers in schools. The Board's role in teacher training in 1908 was largely administrative.

During the prosperous years of the 1920's the pupil teacher component in teacher training gradually faded away and by 1926 had been replaced by a single pre-college year, followed by two years of college and a probationary year. In 1932 in the depths of the depression colleges were victims of retrenchment, (A.T.C. was closed during 1934 as was Christchurch, Wellington and Dunedin were closed 1933-35) and by the time they reopened the pupil teacher pre-college year had been dropped.

Prosperity, increasing population and overseas example pressured us to a rapid expansion of all aspects of schooling. After the war there were moves towards a three year college course and at the same time a greater measure of local control of teacher education. However it is only recently that we have achieved three year training and along with it enhanced status for induction courses, and greater autonomy

for teacher education institutions.

Relationships between teacher training institutions and the Universities have also wound over a twisting track these last 100 years. When for example the 1880 Universities commission reported its findings, relationships between Colleges and Universities got not a mention in spite of the many submissions made on this topic. Yet, in 1905 as the pupil-teacher apprenticeship system was being gradually phased out, Universities were looked to as the chief source, for the academic background of College students.

In the 1920's with the consolidation of teacher training in colleges, general education was taken over completely by them and university study became a somewhat desirable extra for the few.

Now in Auckland, all College courses run parallel to University degree courses, and when completed, these College courses are accepted as cross-credits for a University degree, following a formula of equivalences between College courses and a certain number of University papers. The two institutions are seen as independent while maintaining an integrated relationship to further the goal of producing a 'graduate' teaching profession combining a broad general education with sound professional training.

A.H. McNAUGHTON

Centennial Poem



*One hundred years of teachers marching
solemnly through a hundred years of
classrooms
watched intently by a multitude
of children, who became . . . people:
some poor, some rich,
some marvellous successes
some hopeless failures (by other
people's standards).*

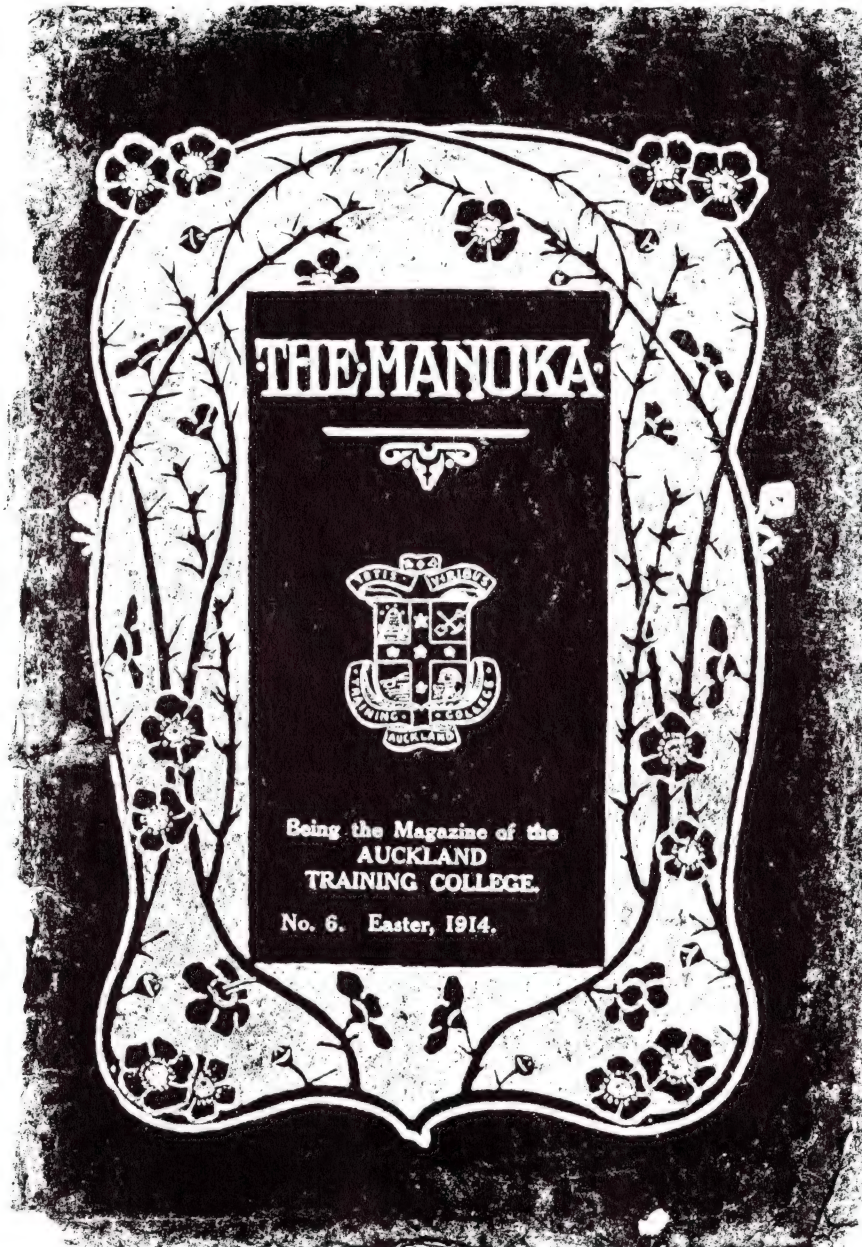
*Teacher! The circles of your influence
spread like ripples from a lake-thrown
stone,
enveloping those pliable lives
directing them, filling them, forcing them
into patterns that race into many swift
years*

*as technology bankrupts, leaves bare.
Humble Teacher! You thought that years
were wasted?
You wondered how could I have achieved
anything
with that motley bunch of thankless
kids!
I saw no changes there, no fruit of my
labour,
I saw no miracles, no magical
transformations of children's lives . .
And I didn't see **one** of the adults that
grew
from the children I taught;
all I saw was classroom chaos.
Look back down the years, Teacher!*

*Survey a chaotic landscape:
small ferns, shady pongas, dead logs,
a tall pine, a solid rimu,
and undergrowth of shapes and sizes.
Each seed was planted somehow,
each plant somehow watered and
sustained.*

*Teacher, in the landscape classroom
small ferns and saplings grew.
You planted the seeds and somehow
watered them.
You were the gardener in a living garden.*

JULES RIDING
A.T.C. 1976-78



Manuka . . .

The history of an institution exists at many levels. Its history is recorded in many ways, the changing face of its physical structure, the administrative detail preserved in some documented form, the personal memories of those who have made up the institution, memories coloured very much by attitudes and times and in the case of the College, the records preserved for more than seventy years in the magazine 'Manuka'. Here we find expressed the aspirations, directions, and frustrations of many generations of staff and students. These issues are full of interest not only for what they say but also for what is revealed between the lines. The changing styles of expression, the changing 'ways of saying' reflect a period of New Zealand history in which almost every philosophic attitude, every way of looking at the world has undergone radical even revolutionary change.

"Ti-Tree, Easter 1909 made its debut with ebullience and optimism "for are we not perfectly happy The new College is no longer a paper scheme but is in full working order indeed we look forward to the time when all the important scholastic appointments in the Province will be held by old students all carrying with them the spirit of the College and always 'Totis Viribus'."

It was in this year that began what was then and for many years called

... or the Spirit of the College

Peripatetics (for 1980, translate 'Overseas Travel'. Ed.) or in other words experience and observations outside the College.

"We made very interesting visits during the year including some off the beaten track. Besides the places of manufacturing interest, such as Kauri Timber Works, Biscuit factory, Plummer Straw Hat factory, Sugar Mill etc., we paid several further afield . . . the apiary was quite engrossing, and many of us saw a Queen Bee for the first time."

By 1910, for linguistic, poetic and symbolic reasons the name 'Ti-Tree' had become Manuka. An enthusiastic sub-editor thought that the "honesty and purity of the College could not be better symbolised than by its pretty delicate white petals while the vim and vigour of 'Totis Viribus' is well represented by the sturdy leaves and stems." Through the War years and up to the twenties, a sprig of Manuka (Tea Tree) was often used in letters and communications of 'Old A's' to, in a kind of way, encapsulate the spirit of the College.

A feature of Manuka has always been its professional observations as in its comment in 1910, "that the best plan for training teachers in any grade is to ensure that they know the subjects they will have to teach and *then* show them how to teach them." . . . perhaps not the text for 1981.

(opposite) This cover was used from 1910 to 1925



Wellesley Street College, Student lounge and College Library



Howlers were taken seriously and used to illustrate lessons in Practical Psychology.

"Geometry teaches us how to bisex angels."

"Mary Queen of Scots was led sobbing to the steak."

"A vacuum is a big empty space where the Pope lives."

(One should note that the psychology is Practical, not Freudian; in those days laughter in the class-room was not completely acceptable.)

1910 Manuka provided the first record of sporting activities with mention of Hockey, Lawn tennis, Fives, Swimming and Shooting.

What was to be a regular feature of College life appeared in the 1911 issue, a visit to the ostrich farm at Paerata. Nothing about heads in the sand but "most of the ladies plucked feathers under the direction of a foreman . . . enough to make a good sized feather bed."

Students of today are steeped in the possibilities hidden behind the imposing initials A.V. and are probably unaware that Manuka 1912 reports, "There was then a demonstration of how the Cinematograph can be used for School work." This was given by the N.Z. visionary Mr Hayward of West Pictures. 1913 . . . There are 108 students in the College this year, 67 women and 41 men. (A careful reader may note that 'ladies'

has now become 'women' a first step to liberation.) And in the same issue was an article stating that . . . "Ex-students will be interested in the suggestion to raise funds for school purposes by testing the milk of herds in the neighbourhood of their schools." The country teacher was a long way from the ivory towers.

It was in this year that one of the first reunions of the old 'A's' was recorded. Held at Hamilton the report of the reunion has a certain discreet coyness of style which reads as a precious piece of Victoriana. "The morning was spent at Hamilton lake where certain frivolous members of the party disported themselves in carving a formidable array of initials on the trees, while others indulged in the dignified delights of the swing. This was followed by luncheon adjournment for which purpose a restaurant was requisitioned."

N.Z. Herald, 1914. "Lady with refined home, select locality, would take Gentleman or College Student as paying guest."

1915 shows little realisation of the nature of the War. Manuka is almost festive. A limerick such as the following reflects the unawareness of what was happening to the World.

Now Tommy who went to the War,
Whose loss all the girls did deplore,
Has come back once again
To the terrible ten
With stories of fighting galore.



Mr H.A.E. Milnes B Sc

Before moving into 1916 it is worth while noting briefly the personality of, it is true, not the first Principal, but the first Principal of what was now an on-going institution. Teachers' Colleges by their nature reflect very much the personality of the Principal. Type of control, policy, philosophy provide in a Teachers' College a vehicle for the ideals of the Principal. Appointed in 1906, H.A.E. Milnes quickly established in his

students a respect that fell little short of veneration. With ideas well in advance of his time his impact on Education was profound.

His nick-name was 'Boss'

'B' for Broadmindedness

'O' for Optimism

'S' for Sympathy

'S' for Second to None.

In 1916 shortly before enlisting he expressed the sentiments of the College and the country, "Some few of us are fortunate in being able to go to the Front." Manuka went further "... upholding the finest traditions of our race in daring, doing, and dying." It was an era when black was black and white was white.

With the departure of Milnes, the College began to move in other directions, physically as well as philosophically. 1917 Manuka comments on the over-crowding in the Wellesley Street site. "Our building was erected to accommodate eighty students: already it contains 98 women, besides the men." But dissatisfaction with accommodation did not undermine the pride in the institution. One enthusiast writes "I would suggest that a sprig of tea-tree be enclosed in each copy of Manuka sent to the boys at the Front. It would be what a shamrock leaf is to the 'Bhoys of ould Ireland.'"

The 1918 Manuka was to a great

extent an obituary number on the death of Milnes in France. It did stress the fact (borne out by the experience of the past 60 years) that Teachers' Colleges reflect to a great extent the personality of the 'Boss'.

The war over, 1919 Manuka tentatively and hesitantly begins to look to the future. "Now is the time to remember that growing big does not necessarily mean growing good; with the changes that are inseparable from sudden growth there is no little risk of losing some of the finer qualities that we have long cherished." (Words not entirely without significance.)

It was in this number that Mr Cousins spoke of a student-teacher who had voluntarily renounced the pleasures of the Easter Reunion to paint his school during the vacation. It was also in this number that more space was devoted to sport, Tennis, Ladies' Hockey, Men's Hockey, Handball, Swimming, Cricket, Basket-ball . . . but no mention of Rugby. However Sport, for the next thirty years was to feature to a greater extent in the life of the College, and of course in Manuka.

By 1920 Manuka's worries about accommodation are becoming more persistent . . . "at times one is almost despondent over repeated delays." "It (the Education Department) had planned to add a floor to the Wellesley Street

building but fortunately estimates were so high that it was decided to seek an alternative site. Finally the Auckland Board of Education persuaded the Minister to purchase as the College site a certain magnificent area in one of the outer suburbs large enough for spacious playing fields, hostels and College buildings.

It was at this time that the 'Old A's' were anxious to play a larger part in supporting the College. In a letter to the Board of Education it was stated, "that since 1906 over 600 students have passed through Auckland Training College . . . the Principal of the College Mr H.A.E. Milnes and over 30 'Old A's' made the supreme sacrifice in the recent Great War. The 'Old A's' wish to erect some permanent memorial to them and after due consideration it has been decided that the memorial should take the form of a library in the Auckland Training College."

Manuka quoted the reply . . . 'that the Board heartily approved of the proposal'.

In retrospect one could say that the field of library development has brought about the most radical changes in Teacher Training. A new kind of process has evolved with the magnificent increase in library facilities. Even the most optimistic of the 1920 'Old A's' would have found difficulty in envisaging the size, scope and services of this same library in 1980.

While the rest of the world frenetically leapt into the frenzied twenties, the College maintained a kind of sylvan innocence, or so it was assumed.

"You can picture for yourself, gentle reader, the slipping and sliding over rocks, the helping of fair companions over tiny streamlets that they could jump across easily by themselves And I need not enlarge on the pressing of hands and the exchange of glances from eye to eye, any more than the lagging of couples behind the rest to gaze at themselves in the crystal depths of little pools, or the protecting arms offered in overwhelming numbers when a difficult corner had to be negotiated by the ladies."

This particular outing ended with "nothing could be heard but the munching of jaws and an occasional gurgle of delight."

The College in the early twenties entered into what became known for the next forty years as "Major Productions". 1920 reports Pierrot Concerts, Music Circles, Glee Clubs, The Admirable Crichton, Basketball Concerts, even Hockey Concerts. The outer suburbs did not exist, students tended to live near to the College and a corporate college life was easier to maintain. As the College grew, so did interest in Sport, with Rugby now featuring as an important College activity.

Extra-curricular activity however did not hide the growing concern for the ultimate directions that the College was to take. "The hand to mouth policy of the last three years is hopelessly inadequate and must give place to far-seeing comprehensive planning." "With 206 women in the College proper which was built for 80 students in 1906, the congestion is very considerable." (In all there were 276 students in 1921. (Manuka)

"A feature of the year is the introduction of the College Blazer. The idea seems to be to make our sports teams models of tidiness but what of the skill of the teams? the blazers cost enough to make us the best of players as well as the neatest."

"Outsiders have a queer idea of College life. It is the gayest of lives; the students do nothing but dance, have socials, concerts and such enjoyments." (Not 1981 but 1921 Ed.)

". . . . an area of about 30 acres known as the Eden and Epsom Reserve was vested in the Education Board as a site for the purpose (new College). The land is part of the lava flow on the Southern side of Mt Eden, very rocky and broken but picturesque and open commanding magnificent views."

"The most interesting part of the year has been the establishing of a Training College Hostel at Epsom close to our

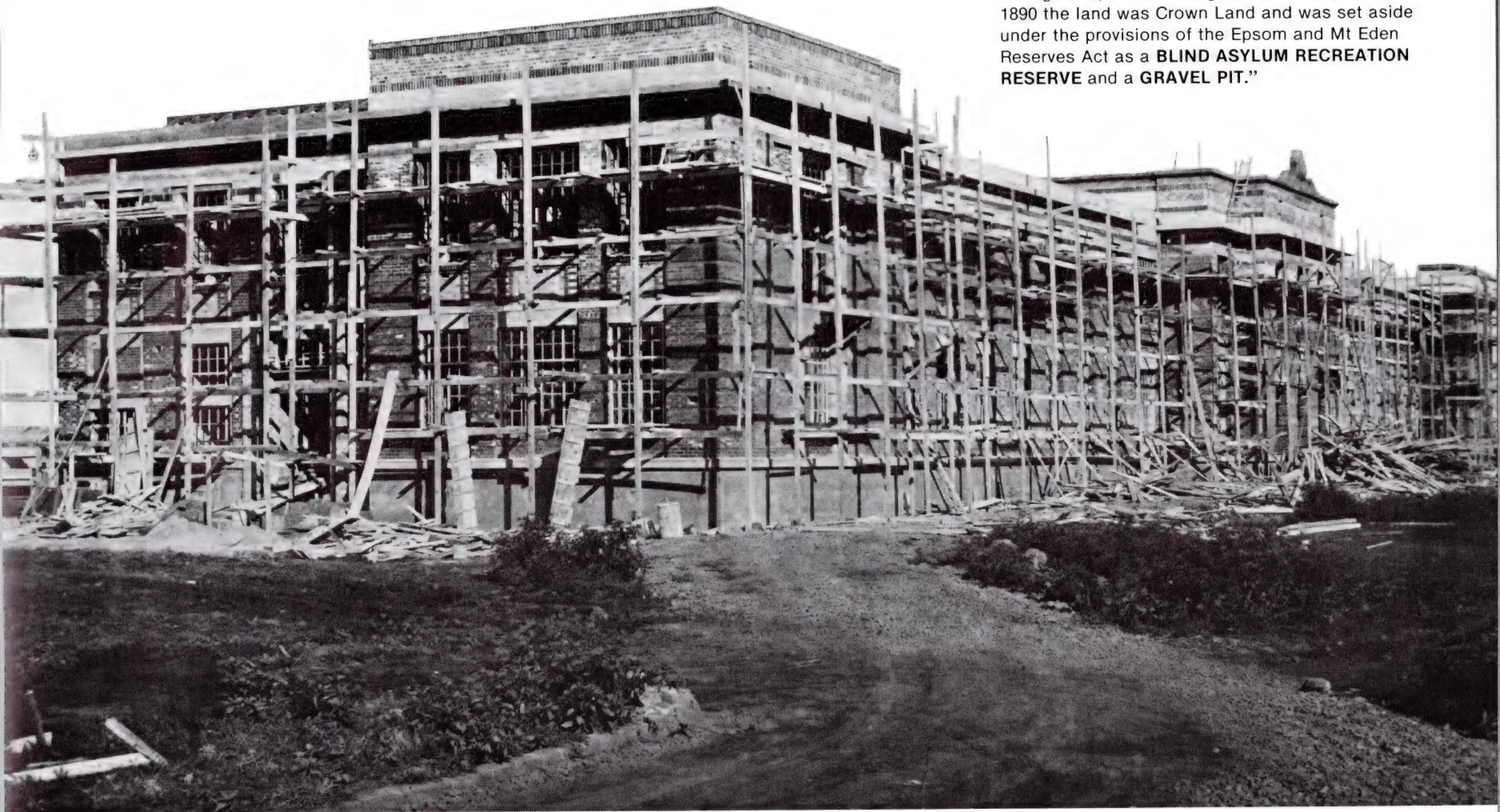
new site we are the proud possessors of a very stately home with a beautiful garden of magnificent trees."

With the site secure Manuka 1923 could report fairly rapid progress on the new plans "The plans provide for a very spacious building of two stories with a front 305 feet wide facing the north-west. A wing will be added on either flank, running back towards the southeast. etc." Thus commenced the series of buildings that housed the College for a vital forty years and to which many students still living have nostalgic attachments.

Those associated with the nurturing of the new buildings will find much that parallels the development of the 1926 College. "The original grant was 20,000, the lowest tender was 36,000."

"at the time of writing the work on the new College is well in hand. About 5 acres of rough lava field have been levelled, and a substantial roadway has been laid down from Epsom Avenue to the front of the buildings, whose walls are daily becoming more noticeable."

". . . . when addressing our First year students recently, the Director of Education expressed the hope that we should be able to proceed with the erection of the College Hall if Cabinet will vote the necessary funds for this work"



When trying to establish who owns this Teachers College site, the following was turned up: "... in 1890 the land was Crown Land and was set aside under the provisions of the Epsom and Mt Eden Reserves Act as a **BLIND ASYLUM RECREATION RESERVE** and a **GRAVEL PIT**."



Mr H.G. Cousins, MA 1917 — 1929

Mr Cousins, long associated with the former principal was appointed in 1917. It was under his guidance that the College grew in size and complexity. The increasing numbers of students made it essential that some solution to the accommodation problem be found. His blend of idealism and commonsense did much to bring about the re-siting and rebuilding of the College on its present campus. His broad conception of the role of the teacher did much to further the cause of education in the community at large.

With 1924 we find Manuka placing more emphasis on sport, reporting such daring novelties as Women's cricket, Billiards and Snooker, even Boxing.

Manuka 1925 anticipates the completion of the new buildings. "We shall be able to move into it during the last week of the College year . . . This is indeed an earnest beginning of a great undertaking . . . We have reason to be well pleased with the progress that is being made."

Humour, an ingredient missing from Manuka during those earlier grim years, is creeping back.

"Recent publication presented to the College Library"

How I killed my hundredth pig. E.W.J. Perry. Maps, diagrams and photos of pig (age 2 months) Kealy's 9d

Stories for all tastes. 7000 in number, collected by two anonymous first year men. They were so popular in the common room that they were put into book form. Suitable for young children.

"For two things 1926 will be remembered as a great year in the history of the College, the first year in the new home at Epsom, and secondly, the unveiling of the Old A's Memorial."

"We are without tennis courts, basketball courts, and swimming bath and need them all. We have a couple of acres of grass land, part of our campus to be and we have made the best use of

this for outdoor exercise." ". . . one hundred and fifty women all weeding our grass patch at the same time have some results to show at the end of an hour. The men had an awkward task preparing the rocky ground for the laying down of grass . . . The drive has been planted with pepper trees while a group of native trees has been planted near the entrance from Epsom Avenue."

Manuka, 1927. "It is a distinction for 1927 that, for the first time in the history of the College, a number of students spent a third year at the institution." But going on a familiar and more ominous note . . . "In the latest issue of the Education Gazette it is stated that the Department is considering the abolition of allowances to College students." and . . . "We have been informed that only eighty permanent positions are available next year. About 200 students are leaving College."

1929 Exit Mr H.G. Cousins
Enter Mr D.M. Rae

and, as a significant, but minor news item, the first photographic competition, to become 30 years later, an important part of the College Art course.

1930 The parliamentary Committee for the reorganising of education in New Zealand has in view the absorption of Training Colleges by the University authorities.

We are moving into familiar times. Manuka of 1931 describes the use of what was called then the Number 5 scheme. "Within a week of the date of opening, the Education Board decided to take advantage of the Unemployment Relief Scheme, for the development of the College grounds. Arrangements were made to send us at first one hundred men and later 400 men to undertake the immense and seemingly impossible task of levelling the rocky areas, covered with heavy gorse and blackberry."

Despite the economic gloom of 1933 Manuka continued with its brand of humour.

"From Berlin comes an official denial of the rumour that an inebriated Nazi saluted Hitler with the words 'Hic Hotler'."

"Napoleon once said that an army marches on its stomach. He evidently forsook the establishment of an army at Training College."

1934 *The Training Colleges of the Dominion have been closed.*

But 1935 Manuka reflects a new wave of optimism. "On Arbour Day 1935 we planted a Memorial Avenue of pohutakawa trees from the College entrance to the Memorial Gates." (At other times in the College history tree planting and beautification of the grounds resulted from economic recession.)

Manuka 1937 "our College has suffered two very serious shocks. The first was the completion of the splendid new hall. The second which shook the foundations not only of the College itself but of our whole educational system of N.Z. — was the New Education Fellowship conference a mild revolt against a blind-alley system of education which is not so much utilitarian as *Futilitarian*."

Next year's issue had a changed format and an adult maturity. In a way it had become a literary publication with an awareness in the subject matter of the deteriorating political situation in Europe, particularly the Spanish Civil War. The social and political awareness nurtured in the Depression was evident in the material of this publication.

1941 was a superb typographical work. It was entirely hand-set, good quality paper, much in two colours. It was of course a sixtieth anniversary number though the cause for celebration was somewhat tempered by the war situation. There was a kind of blend of idealism and realism, "And it is the responsibility of our generation of teachers to see that neither apathy nor social or political ignorance of those we teach shall allow these terms to be subverted." (Freedom from fear, freedom from war.)

"A sudden decision made by the government on 2nd September handed

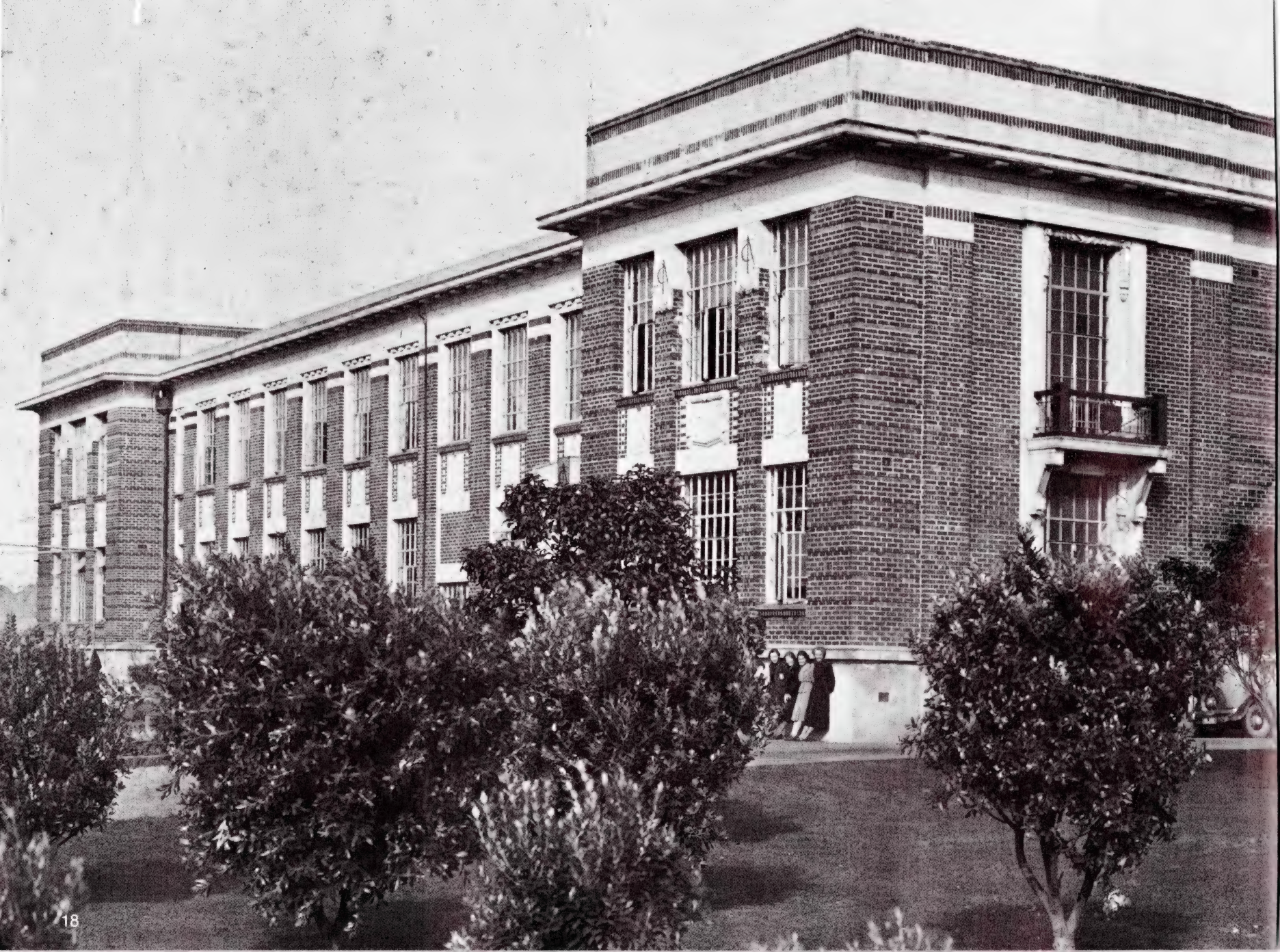
over the College temporarily to the Auckland Hospital Board as an auxiliary hospital. We returned from vacation to carry on our training at the Normal Intermediate."

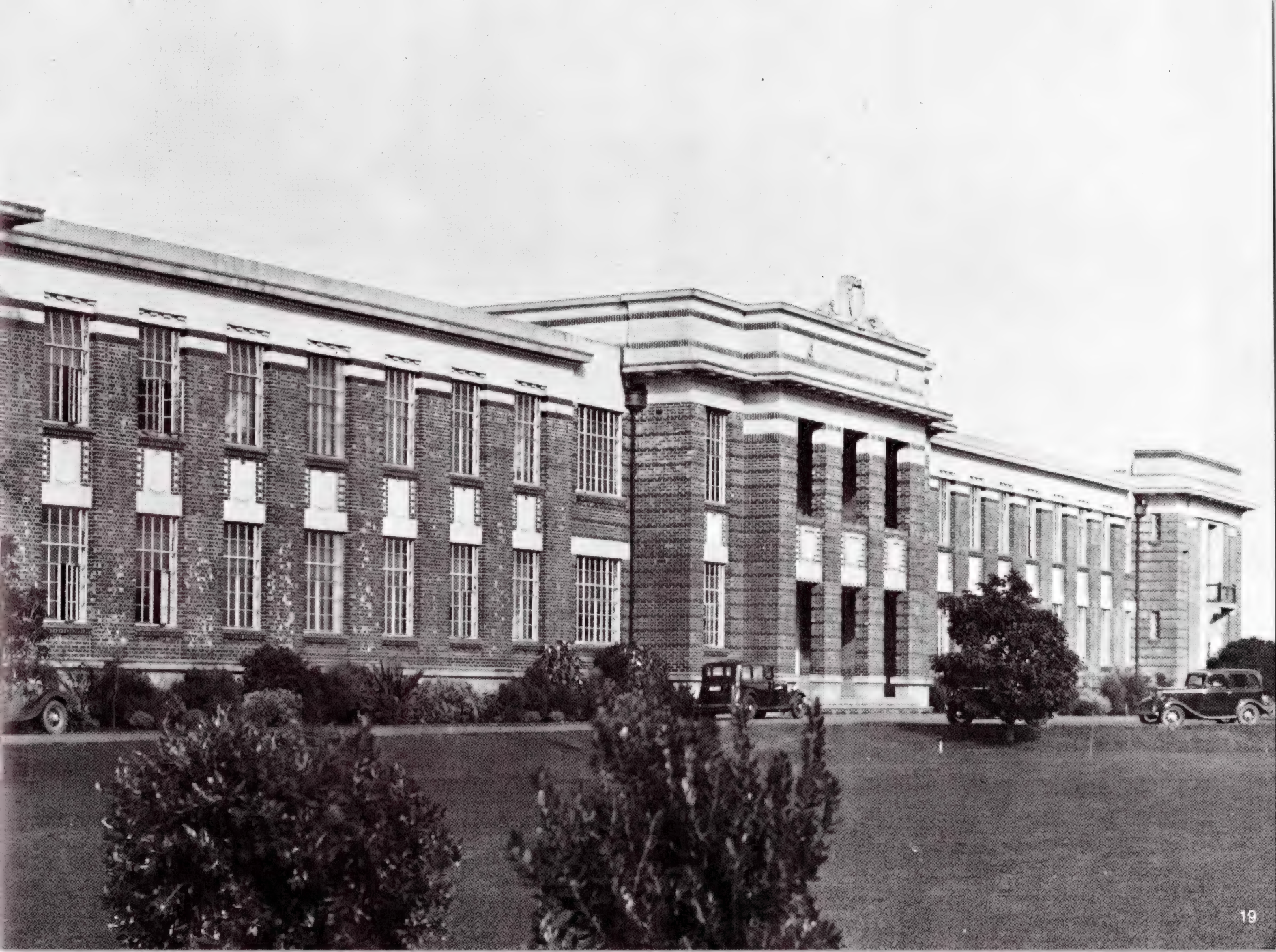
As the War continued, the effects on the College became more serious. "At the time of writing we have only seven second year men left and only the first year men who have not yet reached 18 years of age." Comparing the attitudes expressed in the 1942 Manuka with those found in the World War I, one finds less jingoism and more realism. "The students view of the war is realistic they are keenly and critically interested in the various plans for 'New Orders' announced and acknowledge the need, even while pursuing Victory, to prepare for a more stable and universal peace at the end of hostilities."

Does the inclusion of proverbs (in Maori) have significance? Ki te hamama popora te tangata e kore e mau te Ika. (He who yawns catches no fish).

He iti, he iti kahikatoa. (Do not despise a man of small stature, he may be as strong as the kahikatoa.)

Victory Year "College is now fully restored to us." "We can now plan again." and in the words of the Principal Mr D.M. Rae "Today, Education is racing against catastrophe."







Mr D.M. Rae, MA, Dip Ed 1929 — 1946

Mr Rae took over at the onset of the depression, in 1929, and nursed the College through the years when student allowances were being drastically cut, positions for trained teachers were not to be had, and finally the College closed for a year. Despite all this the College under Mr Rae continued to develop, hostels were established, the cafeteria, the gymnasium and most important, the College Hall was built.

He was a founder of the Educational Research Council and a very active member of the University Council. In 1946 he resigned to become a local member of Parliament.

The end of the war ushered in a new era. The College history had been punctuated by interruptions which often completely prevented the long term development of the institution. The College started in 1881 and during those first early years trained 109 students.

Mr Bill Martin writes "Classes of 100 or more were quite common and individual needs and aptitudes were strictly subordinated to the rigid regimentation of fact grinding" College students took such subjects as drill, singing, drawing, Euclid, Latin and 'method'. But 1888 saw the first closure of the College brought about the dire economic crisis of the time. The College remained closed until 1906 when it was reopened with enthusiasm by a new Principal, Mr H.A.E. Milnes (doubling as the sole lecturer of the institution.) Then 1914-18 war made serious inroads but peace brought the hope that long term development would follow. Instead the depression that followed forced the closure of the College in 1934. Following the reopening there was a short but exciting period before the outbreak of hostilities in 1939 which brought the virtual disappearance of the men and the loss of the use of the buildings.

But, in 1946 began the longest uninterrupted period in the history of the College, 35 years and consequently the period in which we find the most dramatic changes.

Manukau 1946 has a paragraph insignificant in itself and containing not a suggestion of prophecy yet the consequences of which went far beyond the most optimistic anticipations of the writer. "This year we have had in Section R more than 50 graduate students, drawn from the four University Colleges. They are training for post-primary work."

1947 Mr R.A. Dickie appointed as Principal

Student response to change in assessment procedure is exposed in 1948 in four 'moving' lines,

"I think it's such a clever thing
The system called accrediting
No two hour papers in December,
Oh no! We sit 'em in September."

The next example, possibly by the same poet Anon, had more regrettable consequences Gert, the College press, is dead and to date has never suffered the resurrection.

"Gert she was a printing press,
She isn't any more,
She's just a heap of old scrap iron
Cluttering up the floor."

A heading," Hints for T sections (1951) reveals the existence of the short term trainees, older students, often without the conventional academic qualifications

but these were more than matched with maturity, job experience and dedication. True, they did bring into the College a certain critical spirit not always easy to contain. They were hungry for information and professional instruction, and proud of their name "The Pressure Cookers".

"Music . . . The suggestion has been received that this subject should be omitted from the Syllabus. The continued singing of the sound 'lu-lu' and the playing of the tom-toms has caused deep primeval instincts to smoulder in the breasts of some of the male students. These unfortunates generally become uncontrollable in their resulting frenzies."

"*Social Studies*: Here it is best to attain a state of really utter confusion. If you have any idea as to what the lecturer is talking about or aiming at during the first month it is suggested you specialise in Agriculture."

Manuka was not always the vehicle for student humour. In 1952 we find a well written obituary for John Dewey which indicated that generations of teachers had accepted aspects of his philosophy. "He regarded the school as a community where the complexities of social life must be simplified purified and balanced." "Teaching methods should be active". "He instituted the group method of education" etc.

1956 was the Jubilee Year, 50 years

1906  JUBILEE ISSUE  1956

MANUKA

THE MAGAZINE OF THE AUCKLAND TEACHERS' COLLEGE

EDITORIAL

Nearly eighty years ago Mr. Henry Worthington, headmaster of Wellesley Street School, held Saturday classes for young teachers, but it was not till 1881, seventy-five years ago, that the first Auckland Teachers' Training College was opened with Mr. A. McArthur, M.A., LL.B., as principal. More than a hundred students were trained before this College was closed during the depression of the '80's. But in 1906 teacher training was set on a firm footing again, and the Auckland Training College was re-opened in Wellesley Street School, with Mr. H. A. E. Milnes, B.Sc., of Borough Road College, London, as Principal. In 1908 a College was built—now the Education Board building in Wellesley Street. This year, 1956, marks the Golden Jubilee of the Auckland Teachers' College.

Naturally one looks back, and the whole story of those years is one of change and growth. In 1906 College had 28 students; today the roll is 760, and in addition there are 175 post-primary trainees attached to the College. The original general teaching course has grown into Courses in Senior Class Teaching, Junior Class Teaching, third year Specialist Training, Homecraft Teaching, Woodwork and Metalwork Training, Specialist Art Training, Post Primary Teaching, and Home Science Teaching. In 1906 the

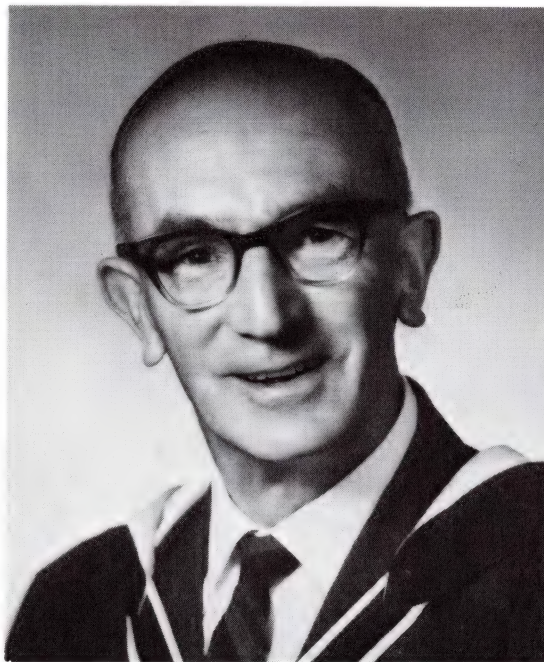
students observed lessons mainly in the Wellesley Street Normal School. Today there are 81 primary, 12 intermediate, and 50 post primary schools where our students receive teaching experience. The original staff of Mr. Milnes and Mr. Cousins (headmaster of the Normal School), has grown until today the College staff numbers over 50, with several hundred associate teachers.

It is fitting that on this occasion we should ask some of those who have played a full part in the development of the College to write for us; and there follow four "Guest Editorials." The first, by Mr. Milnes, was written in 1914, and marks him as one of the pioneers in the movement towards wise physical education and brighter and healthier classrooms. Mr. Milnes was killed at Passchendaele in 1917. Mr. Cousins, who succeeded Mr. Milnes, and the writer of the second guest editorial is living at Devonport, and is now in his 82nd year. We are delighted that he is able to be our guest at this Jubilee. Mr. D. M. Rae needs no introduction to past or present students. He was principal from Mr. Cousins' retirement, in 1928 till the end of 1946, and in his time the College saw its period of greatest expansion. Finally, Mr. Dickie, the present principal, and our host at this Jubilee, writes for us.

from the re-opening in 1906 and 75 years from the original founding in 1881. Publications of this year look back on what has now become a phenomenal growth, a roll of 760 with an additional 175 post-primary trainees, a staff of over fifty and several hundred associate teachers.

The College motto *Totis Viribus* is frequently commented on, but it was not until 1924 that C. Ruxton Bach a senior prefect of 1925 outlined the symbolism behind the College badge. . . . "The beehive with its bees portray industry; the working tools a means of cleaning away with effort weeds and rocks so that the ground would be level for the plough. The tilling of the soil was to be in straight and even furrows to produce a fine harvest as the wheat stocks show. The five stars in the cross suggest sacrifice under the Southern Cross. Then comes the 'S' as a memorial for the first principal . . ." who as Mr Bach explains had the "S" for "Selflessness" placed on the College walls in the early days.

Manuka in the 60's was becoming more sophisticated, reflecting not only a different type of Secondary school education but a different kind of College. Society in N.Z. was in the middle of major changes in social patterns and attitudes. An editorial of the time states that "writers (students) have achieved a higher and wider degree of self consciousness and self awareness."



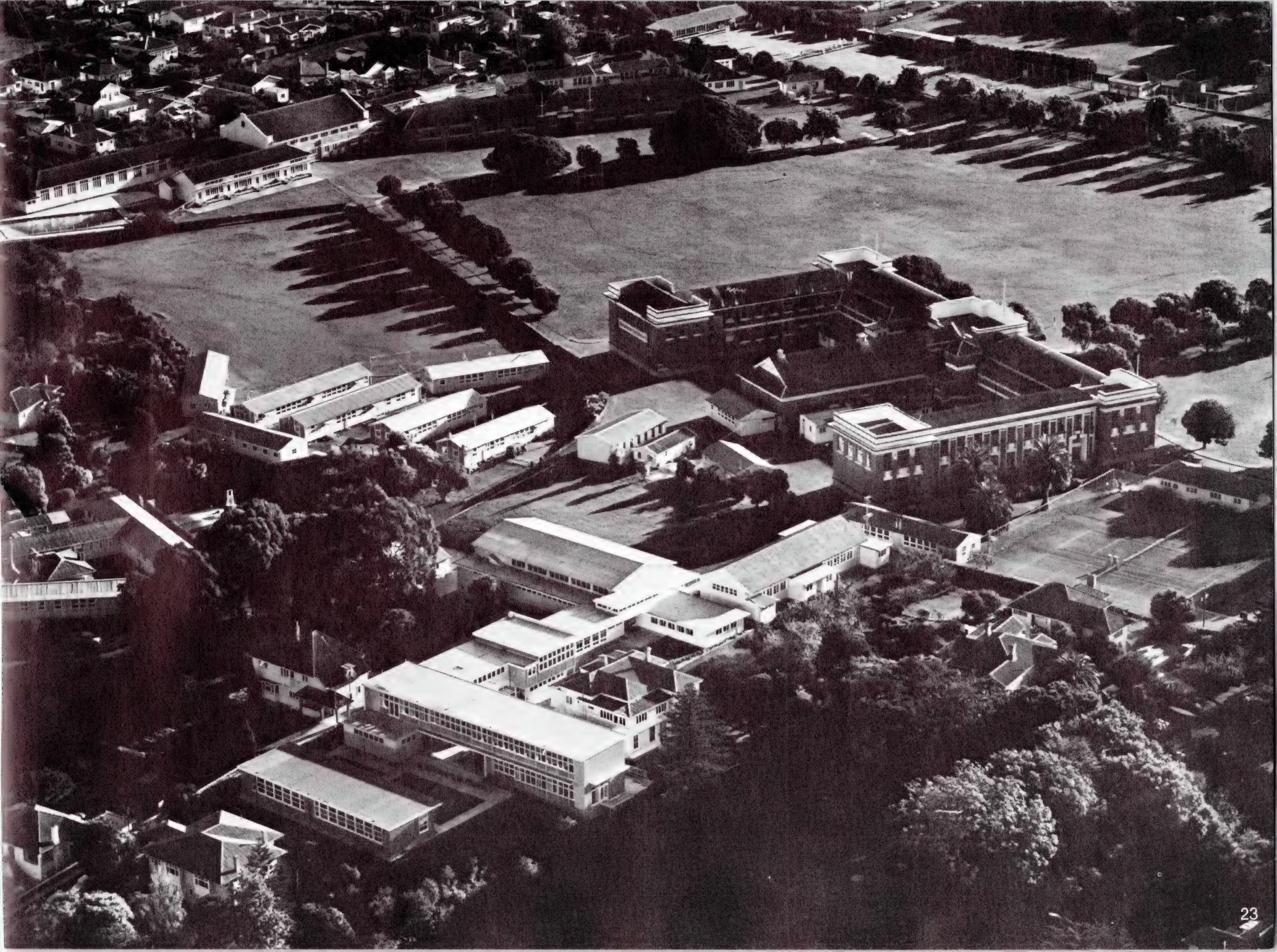
R.A. Dickie, MA, Dip Ed 1946 — 1962

'Be careful what you wish for in your youth, for you will get it in your middle age', (to quote Goethe and Mr Dickie) reflected his quiet thinking. He served as principal at a time when the ideas that had developed in the immediate post war years were being questioned. His response to this was to say that 'criticism represents a growing interest in the profession'. His valedictory summed up his personality as understanding human frailty, sympathetic, patient and compassionate.



N. Lovegrove, BA, Dip Ed 1963 — 1965

Mr Lovegrove was principal in the years that immediately preceded the introduction of three-year training. He was deeply involved in the problem of educating the educator. He often expressed doubts about the effectiveness of formal lecturing seeing it often as a solution forced upon the College by inadequate resources. He stressed the value of unscheduled time, freedom for the student to organise his own time, the challenge of the College should be the acceptance of self-responsibility.



By 1964 three year training was in the offing and the College underwent one of those periods of self examination as a prerequisite for further growth. "We should remember that the idea of training teachers will one day be an anachronism. It is being replaced by the idea of *educating* teachers." or" An inflexible timetable becomes a task master. Every student knows that what he gets from College is not only the result of his timetabled work but also the result of his informal associations with staff and fellow students."

Mr Lovegrove retired from the principalship in 1965 to be followed by Mr D.K.D. McGhie whose statement appearing in Manuka of this year set the pattern for the underlying spirit of the College for to date, the next 16 years.

"Men grow to full stature as teachers by living and acting as teachers under the tutelage of good laws and in an atmosphere that is warm, dynamic and democratic."

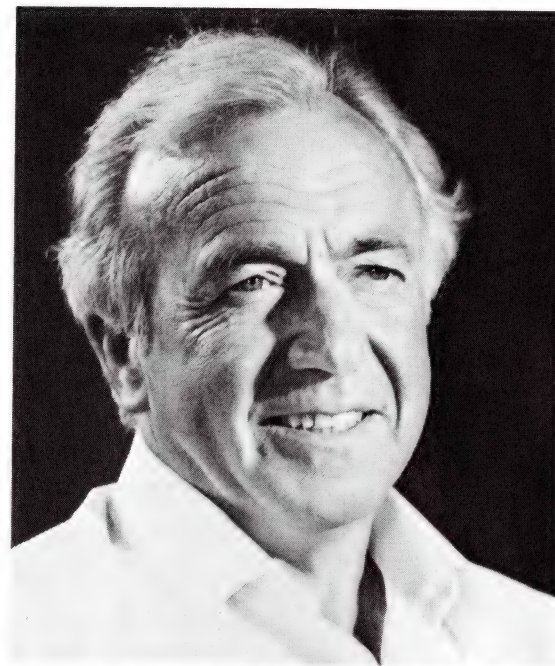
Changing times, and the last issues of Manuka reflect this. They now record the high creative talents of the contributors rather than what formerly would be considered high lights of College life. One can assume that the College serves a different purpose particularly in social terms. Students are more mobile, live further away, in many cases flatting

rather than boarding. The College is not so protective nor paternalistic. The 'permissive society' is naturally freer and (we hope) a more healthy society. Students tend to satisfy sporting and cultural needs to a greater extent off the campus. The College supplies a different kind of need.

In the 1967 Manuka Mr McGhie announced "A new era begins next year. (3 year training) 350 students will enter our College to begin a completely revised training programme." "The cost of three year training has been and will be very great. Its only validity a better educated and more able teacher."

There were teething problems with the new courses. The Student-President in 1968 wrote "Change is difficult to accept field days are something of the past. The timetable makes no provision for such it would seem that the College has become predominantly academic." Many of the causes for contention have disappeared, but it is true that the College was becoming an increasingly complex institution.

The plans for the new buildings excited controversy. Were they too inflexible and not adequate in terms of projected growth? How was the College to respond to the problem of economic utilisation of expensive space?



Duncan McGhie, BA, BSc, Dip Ed, Dip Soc Sci, Adv Dip Tchg 1965

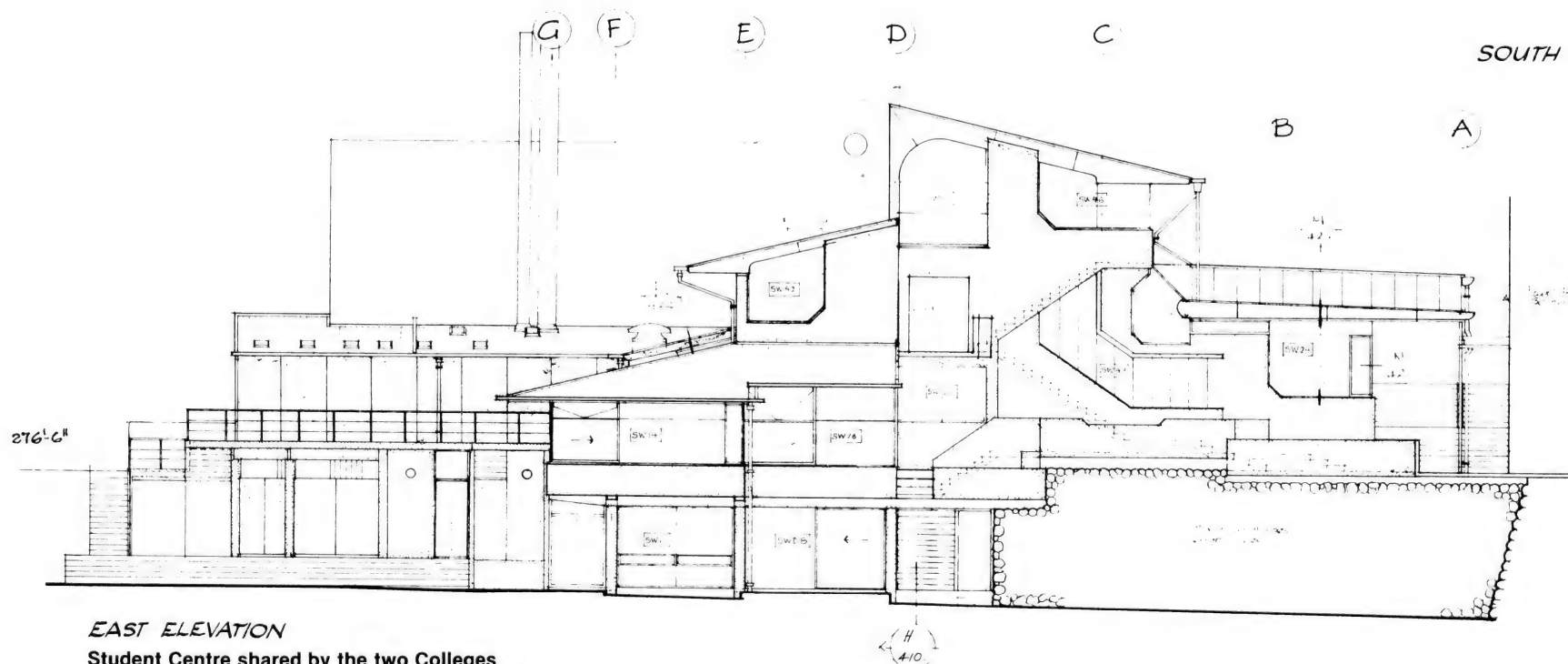
Mr McGhie can be viewed as the architect of the physical changes that the College has undergone with the new buildings. The committee structure of administration tapping the strengths of his staff springs from his philosophic attitude. He has accommodated the College to the new form of Council control. Under his guidance has come the diversity of component courses. The expansion of roles that the College is to play in the future, lies in the multiplication of its functions.

By 1970 3 year training was in full swing and Manuka airs many of the questions that were causing worry, goals of the College, interpretation of regulations, people versus institutions, personal development and professional studies, (The dialogue in 1981 continues.)

As in earlier periods Manuka

continued to express changes in social attitudes. In 1970 it entered for what seems to be the first time, the stormy waters of feminism "Women are the negroes of N.Z. society I like to be helped on with my coat but not if it costs me 200 a year." And by 1972 changing attitudes to women, child raising, and

work had reached the point where a Day Nursery could be established within the College. Manuka came out fully behind this project with "The College has given a lead in finding an answer to new social conditions instead of meeting change head on with inertia."



THORPE CUTTER PICKMERE DOUGLAS
ARCHITECTS
113 VINCENT ST. AUCKLAND
P.O. BOX 5049
PH. 360-460

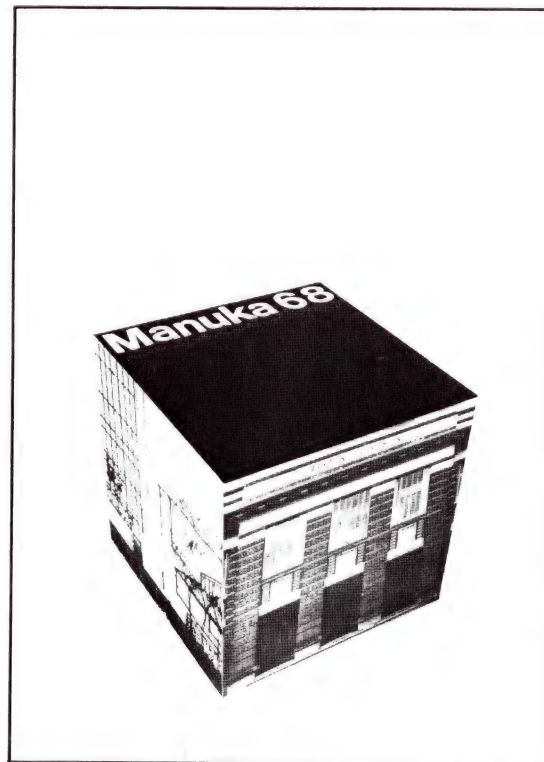
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**AUCKLAND TEACHERS COLLEGE
REDEVELOPMENT**



Manuka continues to record change. In 1973 the travel officer wrote "I hope subsequent travel officers realise the potential of travel." (1981 Students go to Japan, where next?) In 1974 the Principal was able to announce in Manuka new developments which were to set the scene for the 80's, developments such as Div E, Early Childhood courses. Change and growth was building into the pattern of the College.

The form of Manuka, the influence of Lowry and Dobbie changed during these years. Did it reach in presentation the heights of those few hand printed issues from 'way-back'? It has certainly become more sophisticated, possibly more independent and original, yet at the same time preserving the feeling 'behind the word' that not only reflects the College but both makes and records history.



Cover, Manuka 1941: B.W. Crosby
Cover, Manuka 1968: David Kisler

The Development of Post Primary Teacher Training

Manuka, the College magazine, recorded in 1910: 'For the first time we have students in the College with a degree, as two of the newcomers hold the BA degree.' They were, however, two-year students preparing for Primary School teaching. Thereafter from time to time a few students with degrees entered for a one-year course in preparation for High School teaching, but rarely more than half a dozen. By the early thirties a somewhat larger group of degree students received special lectures from Dr H.B. Wallace, MA, PH.D. Then in 1934 the College was closed because of the depression. When it was reopened the needs of the post-primary group were more obvious than before, and in 1936 Dr J.H. Murdoch, MA, M COM, PH D (LOND), DIP ED, FRES, was appointed to take charge of their training.

The Department did not really approve of this specialization but the Principal, Mr D.M. Rae, persisted.

In the opening year there were between forty and fifty graduates, and Dr Murdoch dealt with the teaching of all the usual secondary school subjects (English, Languages, History, Geography, Mathematics, Science, Commercial work).

There was no guarantee that students would be appointed to Post Primary schools, and in fact a considerable number were not, so that graduates had

primary as well as post-primary teaching sections.

The Post Primary schools were at first rather shy of having students, but some co-operated fully. Up to twenty students were usually placed in Seddon Memorial Technical College.

In 1938, Miss Olga Adams joined Dr Murdoch and they worked together till her sudden death in 1950. Miss Adams greatly influenced all with whom she worked.

In 1947 Mr R.A. Dickie, MA, DIP ED, succeeded Mr Rae as Principal of the College.

Meantime, starting in 1944, graduates from the whole of New Zealand were encouraged to come to Auckland Teachers' College, helped by bursaries and travelling expenses. In 1951 they were given separate quarters in prefabricated buildings in the college grounds.

Secondary Schools' needs had been growing. In 1951 the Homecraft Course was established. The Auckland Education Department took a real interest in the course, and classrooms and science laboratory were built and occupied in 1955, the first of the permanent post-primary buildings.

The same year the Woodwork and Metalwork trainees were associated with the College, and to the graduate course there also came holders of the Diploma

in Fine Arts, and Physical Education graduates. By 1952 when Dr Murdoch retired there were 134 graduates, 55 Homecraft students and 26 Woodwork-Metalwork trainees.

In 1954 a course for graduates was established in Christchurch.

Since the retirement of Dr Murdoch in 1952 three Associate Principals have directed Post-Primary Teacher Training: Mr M.D. Nairn, MBE, BA, M SC; Mr W.H. Thomson, M SC; and Mr W.R.H. Martin, MA, DIP ED.

During this time numbers and courses have more than doubled. The purchase of adjacent properties permitted the proliferation of prefabs to be arrested. The house on the Childhaven property provided additional offices and lecture rooms for Homecraft, and an area for the new Administration Block which became available in 1959. The purchase of Ranfurly House in 1961 gave two small lecture rooms and offices. We now celebrate the third addition of permanent buildings — seven lecture rooms, staffroom and cafeteria. Half our numbers are now permanently housed.

More recent professional developments have been the establishment of the Commercial and Specialist Maths-Science courses in 1958, and the Division D course in 1962, so that all types of specialist teacher required in post-primary schools are now

trained in Auckland.

The tremendous growth of the Post Primary Department roll as we moved into the sixties is indicated by the growth of staff numbers. Mr Nairn's staff of four in 1953 grew to seven in 1959 and to thirty-eight by the time Mr Martin retired in 1963.

While coping with the problems of their rapid growth the Post Primary Department was deeply involved in preparing submissions for the Currie Commission on Education and the consequential developments. Courses in audio-visual education and a language laboratory (established in the lounge of a neighbour's house which we were able to buy) were pioneered and were challenging student teachers to new and exciting possibilities in the promotion of individual learning. A first demonstration of the potential of television in education was arranged and Open Days provided teachers and the public with a preview of the technological developments available to education.

From small beginnings in 1928 under Mr Rae and lectures in secondary method by Dr Wallace, the secondary training unit was now to become a college in its own right and was soon to become as large as the college which had nurtured it for so many years. At the same time Mr Bill Martin who had worked in education and teacher training so strenuously, and with such vision

went into retirement.

The years 1964-77 were the Owen Gilmore years. With strong support from a talented staff, Mr Gilmore generated planning and development of the impressive buildings that now house secondary training. At the same time a tenacious campaign was waged to

secure proper recognition of secondary teacher training as something in its own right. Without fuss or flourish a transformation occurred, and the Secondary Teachers College came of age.

And now to the present, to the Murray Print years. Supported by the



imperturbable and efficient involvement of Vice Principal, Colin Golbert, and the enthusiasm of vigorous staff, Mr Print leads the College into the 1980s well aware that most of today's graduates will be teaching for most of their lives in the years of the 21st Century.

A Centennial is a time for celebration, for nostalgia, and for commemoration. Our modest gift to our primary colleagues is a Lois McIvor oil, a seascape of strength and tranquility. There is reason for our metaphor. Our Colleges are areas of activity and movement, yet tranquility

remains. Our two Colleges have growing areas of common involvement, and while each continues to develop in its own dimension, our Epsom campus is much the stronger for our corporate partnership.



The College Today



The visitor returning to Auckland Teachers College after an absence of even ten years may feel a sense of shock and disorientation. The drives lined with pohutukawa and puriri are still there but the familiar red brick building has vanished along with the host of prefabs which mushroomed across lawn and tennis courts in the early 1970's. The college today is rebuilt in a series of specialist and multi-purpose buildings: the joint library and student centre, facilities shared with Secondary College students; the gym and dance room; the multi-storey block, housing among other facilities the Department of Educational Technology; the series of five lecture theatres; the administrative and teaching block with specialist art and science rooms, among others; the music block; the drama theatre completed only in 1981. The working environment for students today, as illustrated in the accompanying photographs, is a different world from that which earlier students remember.

Courses, too, have changed. The most dramatic switch came in 1968 with the introduction of three year training but the 1970's have seen further changes. The 1980 intake was the first to enrol under the present component structure where graduation depends on successful completion of 47 50-hour courses designed to provide a common compulsory core to which selected

advanced professional courses can be added. During the 1970's too, protracted negotiations with the University of Auckland resulted in the current arrangement whereby all students receiving a college diploma for the three year course are credited by the University with 7 papers towards a B.A. degree. With the help of a year of full-time study some students may complete a degree and a college diploma in 4 years. New Departments have been added over the last decade, most notably Maori Studies and Educational Technology.

The range of courses has changed also. Today in addition to the students taking the basic three year course leading to primary teaching there are others enrolled in a shortened two year course for mature qualified people; graduates taking a one year programme; Division E students taking a two year course in preparation for kindergarten teaching; qualified teachers returning for a one year full-time course for specialist teaching with handicapped or deaf children; Pacific Island trained teachers enrolled in a two year course for N.Z. certification, one year of which is spent in the college; and finally an increasing number of teachers who attend weekly lectures in post-graduate courses leading to the Diploma in Teaching qualification.

Diversification of courses has taken place at a time when there has also been

a diversification of teaching methods and techniques within the college. Some new methods have been made possible by the growth of educational technology and increasing sophistication of audio-visual media; the college is now wired

for an MATV system so that all classes may view TVNZ or video cassette material on one of 4 channels available; films are both viewed and made; wide use is made of tape, records, transparencies in general teaching.



Some courses have made use of micro-teaching techniques with peers or children; some use video recorders, others base their work in schools. The development of the fine resources in the joint library has made much independent and advanced work possible.

Major changes in college governance have also occurred during the past decade. The college is now under the control of an independent Auckland Teachers College Council, set up in 1972. The national development of College Councils has given colleges greater

autonomy in line with their more clearly defined tertiary education status than was possible under Education Board Control. In line with the current emphasis on participatory control, the Council has both staff and student representation.

The Joint Library is the central point upon which study hinges in both Colleges.



Change comes both from within and without. The rebuilt college of this centennial year with its diversification of courses, complex timetable (see attached), and more independent status is sure to undergo further change during the 1980's as it strives to come closer to

its aim of providing optimum conditions for student learning and adapts to the changing needs of society and the schools in which its students are to teach. Student numbers will fluctuate according to the vagaries of population trends and government policy. A

centennial provides an opportunity for taking stock, for examining the college today; the college tomorrow will be a different institution.

NOELINE ALCORN

TIMETABLE SEMESTER ONE

MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY			
1	2	3		1	2	3		1	2	3		1	2	3		1	2	3	
8.30	Ma A6 A7 A8 B9 B10 En 100 A1 A2 A3 A4		CS 300	CS 100 B	SIT Re C1a C1b	AST B		Meetings 10.00 C & A				CS 100 A	En 200 C1a C1b Me C2a	SIT Re D1a D1b	AST D	CS 100 C	En 200 C1a C1b Me C2a SIT Ma C3a	First Aid	
10.30	Ed 100 101 Mass	CS 200 B	AST C	Ed 100 101 A 1-10	SIT D1a D1b Mu D2a PE D2b Ar D3a Ma	First Aid		Ed 100 B 1-10	CS 200 A	AST A		Ed 100 101 A 1-10	Ma B6 B7 B8 B9 B10 En 100 B1 B2 B3 B4 B5 Me C1b	D2a D2b D3a	CS 300	Ed 100 101 Mass	En 200 C2b C3a Me C1a	SIT Ma (ii) Ma (iii) SC (iii) SS (iii) SS (iv)	
12.30																			
1.00	Ma A9 A10 B6 B7 B8 En 100 B1 B2 B3 B4 B5	Ed 200 Mass	SIT Ma (i) SC (i) SS (i) SS (ii)	En 100 A6 A7 A8 A9 A10 Ma A1 A2 A3 A4 A5	En 200 C2a D1a D1b D2a C3a	SIT Ma (ii) Ma (iii) SC (ii) SC (iii) SS (iii) SS (iv)		1.30	CS 100 C	Ma Team C	Ed 200 D2b D3a	AST C	Ed 100 101 B 1-10	CS 200 B	SIT SC (i) Ma (i) SS (i) SS (ii)	En 100 B6 B7 B8 B9 B10 Ma B1 B2 B3 B4 B5	CS 200 A	AST A	
3.00																			
4.00	CS 100 A			Ed 100 101 Mass	SIT Ma C3a	AST D						CS 100 B		AST B					
5.00		Dip T Ar 400						4.00 Dip T	En 400 SS 400 Ed 400	Cu 400 Ar 400			Dip T Ar 402						
6.00																			

The Reading Centre was established to provide a practical service for teachers and a laboratory situation for students. It operates within the library.

100 Years of Art

Art = Drawing
Drawing = Illustration
Illustration = Ability to copy Armour,
Swords, Halberds,
Galleons, Gondolas,
Icebergs, Birds' feet,
Kiwis.

Technique = Brush-strokes
Medium = Blackboard
Aim = D certificate

This formula was applied to the College Art course from its inception up to the mid-twenties. Art, called drawing, and like Music, was regarded as something of a frill (an attitude not entirely lost). Indeed in the 1920's the functions of the Art Lecturer and the Music lecturer were enjoyed with what must have been an adroit dexterity by one person, Mr Wallace. The records do not indicate that he enjoyed two salaries.

In 1926, the year Mr Hollinrake was appointed to Music, Miss Ivy Copeland was appointed Lecturer in Art. She brought with her what were to be considered by some headmasters, new, and dangerous ideas. She spoke of Art, not Drawing. She used the term "free expression", she related illustration to poetry and story, she advocated, believe it or not, the use of colour in blackboard drawing. It was in her time that the system of third year "specialist" training was instituted, a system that was to provide so many professional leaders in later years. A fine painter herself Ivy

Copeland was lost to the Christchurch School of Art.

In these pre-1940 years there was little craft work, some basketry, plasticine modelling, poker work and toy making. This tended to be regarded as part of the Junior School programme. Art, per se, was still rooted in illustration object drawing, lettering, blackboard work and some out-door sketching. The innovative medium was pastel.

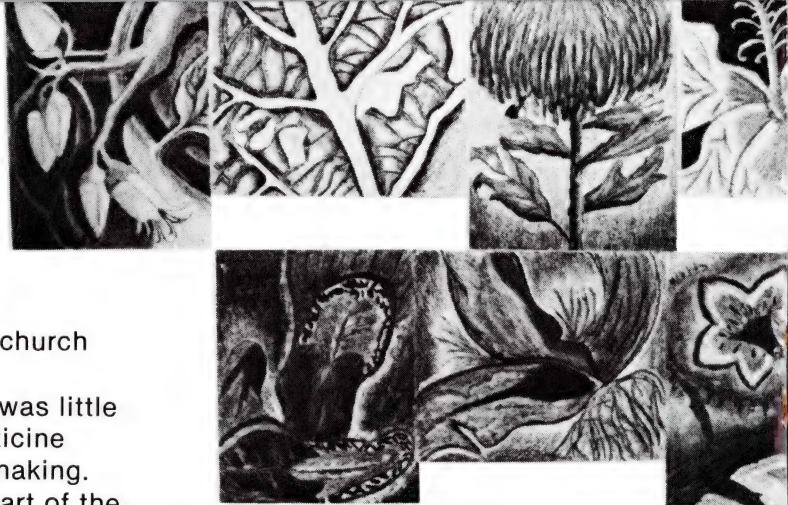
The forties, despite the problems of the war years reflected a spirit of change. J.D.C. Edgar and Hilary Clark responded to this. Hilary Clark developed pottery and Mr Edgar widened the scope of painting. The appointment of Gordon Tovey as Supervisor of Art Education was accompanied by radical changes in educational philosophy related to Art. The schools were flooded with materials of all kinds: clay, weaving material, bookbinding material, tempera colours, newsprint and so on.

Without teachers trained to use wisely this lavish bounty the scheme had moments of near-floundering but eventually began to transform the nature of Art experience. The expression of the child's visual and plastic imagination became regarded as an important

creative act. Names that come to mind from this period . . . Esme Bruce, Peter Smith, Dawn Percy, Phil Barclay, John Ritchie, Eileen Cole, Elwyn Richardson and the others.

Auckland College was very much to the fore in this dramatic transformation of Art Experience. The corridors echoed with catch-cries such as 'the child is not an adult, students have the right to develop their own individual styles, Art is not the hand maid put at the service of other subjects'.

The introduction of 'Credit courses' enabled students to spend much more time on strengths. New fields appeared, photography won an important place, three dimensional work, printing processes, puppetry, stage design. There came a new feel of confidence in the Art work of the College. It found its





expression in the yearly exhibitions, sometimes held in the Society of Arts and later in the fine new Art Department, exhibitions characterised by vitality and excitement.

Many practising artists owe their beginnings to what happened in Epsom Avenue; potters such as Len Castle, Peter Stitchbury, John Parker; painters such as Anthony Stones, Peter Smith, Ralph Hotere, Adrienne Stevens, Caroline Hoby; print makers such as Stanley Palmer.

The effects of this still evolving Art Department are shown, not only in the increasing number of professional artists growing out of the institution but more important by the changing face of Child art revealed in any of the child art

exhibitions shown throughout in New Zealand.

With the development of art courses on a component structure less emphasis is now placed on personal art experience, the object being to use such activity to provide a better understanding of art as part of the process of learning.

All art courses are based on the knowledge that 50% of human learning can be in some way related to what has been seen. Considerable emphasis is placed on developing skills in observation. This ability to see and

record what is seen is by no means exclusive to art, in fact the skills developed through art transfer directly to other subjects. Besides being encouraged to express in a range of art materials and processes, students must have an understanding of the process of visual learning and be able to communicate this understanding to others largely by visual means. In short, in 1981 we expect students to become visually articulate.

A Hundred Years of Music

As early as 1885, the new College had some semblance of a music course, responding to the regulation that . . . "in Singing, Teachers are required to obtain the Tonic Solfa Intermediate Certificate or to satisfy the visiting teacher and Principal that they were physically unable to learn singing." It was not until Milnes' principalship that music in a wider sense began to develop. Sight Reading through Solfa remained the central activity and more than one person destined for 'educational eminence' never succeeded in 'taking off' on what the poet calls 'wings of song'. However, the records, perhaps apocryphal, reveal with a worthy pride that students had no problem in singing three or four part songs.

In 1907 an orchestra came into being and in some form or other has been part of the College ever since. History does not make the distinction whether it was a band or an orchestra but as evidence of the liberal attitudes and versatility expected of Staff we read that the conductor was a scientist.

The Glee Club was formed about the same time. In New Zealand this was the era when the Victorian Ballad and the Barber-shop Quartet filled the silent vacuum of the long colonial nights. From this humble beginning grew a tradition of choral singing manifesting itself in a wide range of forms, operettas, musicals, cantatas and ultimately major works

TOTIS VIRIBUS

(College Song)

H. C. Luscombe

Now from ranks of waiting years, Years that swift-ly take or give, There
comes a challenge strong and clear, To us who answer: we shall live to
serve with all the strength we have. Soft there comes an echo back,
Those who went be-fore us here, Who lived and dreamed like us to-day,
Now ec-ho soft-ly, but as clear,
"To tis Vir-i-bus, To tis Vir-i-bus!"

such as the 'Messiah'.

Concerts were a regular feature of the College life. We read that in 1926 the Glee Club, now a sizeable choir gave concerts at the Unity Hall, concerts suitably impressive in spite of the sad lack of males, a familiar ring even in 1981.

This was the beginning of what was to be known as the 'Hollinrake' era, let Mr Ramsay Howie continue . . . "Then came the building of the College Hall.

Thereafter besides being able to have concerts in our own premises "Holly" was able to commence his rousing Music Assemblies. Inimitable man, he always stood at the piano as he accompanied, thus giving more power to his elbow as he thundered through the rabble rousing "General Monk's March", and such previously unheard things as "The Blacksmith" by Brahms or Schubert's "The Trout"

". . . a College Orchestra formed by

Ramsay Howie made its first appearance in 1938 linking a reading of the Ibsen "Peer Gynt" with a performance of the Grieg incidental music."

"... came the war years and under Harry Luscombe from 1939 were a series of Town Hall concerts on behalf of patriotic causes. Then followed the annual production of Gilbert and Sullivan operas with an occasional Edward German favourite. The choice of work became more adventurous, Vaughan Williams, Kurt Weill, and Menotti making in some cases first Auckland performances.

In later times growing realization of potential student creativity in the performing arts as well as the visual ones produced two performances worth a mention. The first was a presentation of the Christmas story with the characters of the Nativity cast as back-country NZ types. Except that standard carols were sung as entr'acts, the media used were rhythmic mime, percussion and piano. The tissue of the work was generated predominantly by the performers themselves, some of the audience were troubled by the mutation but others, mostly young, responded warmly.

The second of these productions was in a sense backcountry stuff as well. Based on Denis Glover's cycle of poems 'Arawata Bill', set in legendary Southland, a dozen singers used non-



scripted speech-song with an accompanying group of instrumentalists to capture the feeling of this now N.Z. classic."

The loss of the old College hall has reduced the scope of major musical productions and there is a changed emphasis in the courses in music. No longer as in the eighties is solfa the centre point. Instrumental music, the recorder, Carl Orf percussion instruments, crum horns, medieval instruments, conventional musical instruments have brought a much wider scope to the Music programme. The

superb advances in sound recording have brought a new dimension to what formerly was referred to as Music Appreciation.

No review of Music in the College would be complete without mention of the ubiquitous guitar. No longer confined to the canvases of Picasso and Braque it features very much in the music life of the College, and, unique to Auckland, an exotic note, the marimba band introduced by Lindo Francis, with its South American flavour won so many students over to the view that not only is music making possible, but it's also fun.

100 Years of Sport



Sport, which later was to play an important part in the life of the College, made little progress before 1906. It was hindered for many reasons, not least the scarcity of male students. As late as 1906 a total of nine men made team formation difficult. Mr Binstead a student of this time wrote:

“As there were not enough men for a hockey team in 1906 those who played Rugby joined the University team. Characteristically Milnes himself led the way and played in the front row”

The influence of Milnes led to the introduction of Basketball and Hockey. Fives was made compulsory. “It can be played by two people in any country school. All you need is a wall and a ball.” His encouragement furthered Tennis, he even coached Boxing, and Swimming became a ‘must’.

Competition was with local teams. In fact it was not until 1921 that a tournament with Wellington took place. In the years following the War Rugby emerged as a sport. College teams with their fast open play stirred enthusiastic crowds at Eden Park and the reputation of the club was maintained until the closure of the College in 1934.

By 1937 the reputation of the club had been re-established and the annals of Rugby are sprinkled with the names of College players from this time: Jack Webster, Alan Baildon, Mal Matheson,

Claud Belgrave, Neville Thornton, Bill Hare, Don Beard, Paul Day, Eric Boggs.

The War took its toll particularly in Rugby but by the 50's it was once again a flourishing sport and in the years that followed took place what has been described as the rise and fall of College Rugby.

In 1962 The Teachers' College Rugby Club had reached its zenith. This was the first season in Senior A Rugby under coaches Les Deas and Colin Smith. The team went through to win the second round and thereby the Jubilee Trophy. Jim Maniapoto, Miha Matthews, Ron Perkinson, Ross Gregory and Ted Rosser were also to represent Auckland that year.

Success continued throughout '63 "the most glorious moment was the final whistle which signified the defeat of Waitemata by T.C. before a crowd of 60,000 in the main curtain raiser to the Eden Park Test. This was the first time that the opponents had been defeated in two years. 'Better than the Test' was the verdict of post-Test gossip."

The following season however the club was unable to continue its success. It had now become an open club with players entering from outside the College to the extent that the 1964 team contained only 3 students. The Students' Association began questioning the annual entitlement of the Club to grants

from the association. The absence of key players, injuries, lack of weight and inexperience culminated in the team's relegation to Senior B status.

For the remainder of the decade the heart and soul of the Rugby Club gradually became defunct. Today the Teachers' Rugby Club, re-named and relocated off the campus has little to do with the College and its students.

Though Rugby tends to attract most publicity other sports have been equally important in the history of the College. Netball (Basketball) has been a great activity with at times as many as eight or nine teams participating on a Saturday. Hockey likewise has had steady support and for many years fielded at least two men's hockey teams and several women's teams. These two sports have seen the rise of many players achieving representative honours.

Cricket was part of the summer tradition until quite recently. By 1940 the sport was being played in the Senior Grade, with the College producing players who gained NZ honours, Matheson, Sutcliffe and Dad Weir, to name only a few.

Women's Cricket grew up in the thirties and perhaps Peg Batty, later of the Physical Education Dept and herself a NZ Rep in Cricket, helped most to put this sport on a firm footing. But as with other sports Cricket declined during the

mid-sixties although in 1962 Rep. Honours went to Robyn Draffin, Yvonne Ritchie, Eileen Schick, Judy Stone and Elaine White.

Tennis has always had a big following and has seen some famous players such as Barry Smith in 1968 and Beverley Vercoe who had outstanding success as NZ Rep on the Australian Tennis Circuit.

The list continues, Golf, Badminton, Mountain Sports, Archery, Squash, Indoor Basketball, Table tennis, Canoeing, Scuba Diving, Swimming, Soccer, Gymnastics and so on.

The College today has moved a long way from the Milnes era. Changes in the nature of the College have affected sporting activities. It would be a fitting occasion on this Centennial celebration to reflect on the words of H.A.E. Milnes;

" . . . Common sense demands that the acquisition of a good physique should be the very first essential of any system of education."

A Decade of Drama



The eleven years I have spent at Auckland Teachers' College as Lecturer in Drama have seen radical changes in our ideas as to what form our yearly theatre production should take. The changes were largely dictated alas! by the demolition of our old grand hall. This building had everything one could desire: space, a large stage, height for flying scenery, dressing rooms, storage space, first class lighting equipment with scope for working on the floor, and miraculously, excellent acoustics. To this day I am torn between the excitement of producing a full scale play in ideal conditions, and the joy of helping students devise their own presentations and see them grow to polished performance.

Looking back is an exercise in nostalgia.

- 69 'The Visit' (Durrenmat) with Linda Gray and Louis Guy in the lead roles. A strong play and a provocative one.
- 70 'Tango' (Mrozer) Grant Lloyd led a young cast which tackled this difficult play with courage.
- 71 'Sweeny Todd' (Using the original script by Pitt) Oh! the hilarity that went into this happy production. Geoffrey Shell, the Demon Barber (who has recently returned from his successful years in England and is currently at Theatre Corporate) emerged as an actor of talent.
- 73 'The Crucible' (Miller) Garry Luxmore

as strong Proctor was supported by an able cast. This was a grim play and an exceedingly powerful one which often cast its gloom over us as we worked.

All four of these justified the effort that went into their production because for those involved front and backstage it was a tremendous experience. Derek Olphert's gifts as a scenic designer and lighting expert, and Eileen Cole's expertise as a costumier could be exploited to the full and their student teams learned skill and precision at their hands.

However, the old Hall had to go, and its going coincided with a growing feeling that straight Major Productions were not truly relevant to a Teachers' College. We needed to do something that was related to the class-room.

In 72 there had been an interesting and largely successful experiment. Instead of a three act play the presentation was divided into three sections. Lindo Francis was responsible for a musical romp, 'Goliath Jazz'. Anthony Burgess produced Pinter's 'Silence' and I made my first attempt at building a show from student ideas and improvisation, 'The Deluge'. In the light of subsequent efforts along these lines it was fairly raw but the method was relevant to the classroom. It also pinpointed the great truth that people become very involved in something they

themselves have created.

In 1974 'Daily Bread' came into being and proved to be the first in a line of successful Living Documentations, devised by the students themselves round a theme they wished to explore. My role became that of a facilitator and polisher. 'Daily Bread' was part of a triple bill with Lindo Francis contributing 'Noah Jazz' and Glenys Fish 'Trapped', a movement-mime idea.

From '75 our productions have been shaped by the limitations of performing in a lecture theatre. The third year Expressive Arts group has been responsible for each one. These have been team efforts, and no one person has therefore emerged as an actor of special talent. This mode seems to me to hold far more significant for young teachers than the performance of a scripted play.

The future is bright with expectation. Our new theatre is on the way. It is to be a 'black box' in the style of the little Maidment at University. The finishing touches are being put to the roof as I write. After six years of adapting to available space it is gratifying to feel that drama at A.T.C. has merited a building of its own . . . the drama theatre!

A. TODD



'The Deluge' grew out of work done during the College year. It was entirely student centred but included staff involvement. It was total theatre involving mime, movement, dialogue and dance.

Maori Studies . . . and Education



Maori pattern devised by students as part of an advanced study of cultural variations in Art.

Tena Koutou Katoa

The Centennial will arouse an inventory of memories for students of by-gone days ranging from unforgettable humour to incidents tinged with more than an element of sadness. On looking back at long established departments former students will be reassured by the growth and manner in which they are catering for the current needs of teachers. Some may still ask, do they still have P.P.T, or History, or Geography? Some will be mystified but such abbreviations as E.C., AST, MS. New courses have sprung up to cater for *old needs* that were not seen as very important in former times.

Maori Studies which came into existence six years ago is one of these. In its brief life it has mushroomed to a complex of its own. To appreciate it one must view it against a backdrop beginning with the teachings of the first missionaries, followed by the long period of opposition to, and suppression of the Maori language and later by the concessions epitomised in 1974 by the re-introduction of Maori language in the Primary school system.

Missionary Education 1815 — 1847

Despite some criticisms this era can be said to be the most fertile period that the Maori has enjoyed in this country's effort to place him into Western culture. Thirty years after the establishment of Kendall's first school in 1816 it was

stated,

"three fourths of the adult Maori population could read and two thirds could write *their own language*."

Barrington and Beaglehole say:

"What is evident from the historical record is that about 1830 when the first signs appear of what was apparently a wide-spread response among the Maori to Missionary efforts, the desire to become literate was by far the most striking expression of Maori receptivity to Christian teaching."

The fundamental principle adopted by the Missionaries was literacy based on a strength already existent, the Maori language. There was no conflict of goals.

Grey's Ordinance 1847

Sir George Grey was convinced of the rightness of the Europeans' civilizing mission and established the policy of assimilation as the solution to the 'Maori Problem'. He subsidized Mission Schools in the hope of isolating Maori children from the 'demoralising influence of the Maori villages.' The early colonisers used education as an instrument to subvert Maori culture. Some present day commentators consider the assault on the Maori language as the most effective measure employed to produce a 'brown skinned Pakeha'.

Concession to Maoritanga 1931

In 1931 there was a change in direction of policy to the idea that education should be adapted to the traditions and mentality of the people and should aim at improving and conserving what was best in their institutions. This meant fostering selected aspects of Maoritanga, mainly in the primary schools.

National Advisory Committee on Education 1955

This was a monumental step on the part of the Education Department. For the first time suggestions and recommendations had involved Maori personnel from the field who were able to have a Maori viewpoint accepted, respected and acted upon. Thus arose an unprecedented activity in the field of Maori education that led to the point of the government responding to the wishes of the Maori people regarding the preservation of their language.

1974

Maori language was officially re-introduced in the Primary school system. In order to facilitate the scheme in breadth, Maori adults were accepted for Teachers' College on the basis that fluency in Maori language and a firm knowledge of culture was in itself substantial and adequate as an entry qualification.

Multi-culturism and the changing mood

There is some question that multi-culturism may benefit at the expense of Maori development. There is some criticism that no sooner was Maori language introduced, when Indonesian and Japanese studies were ushered in. The protracted 100 year battle for Maori to be recognised has gained considerable concession for other groups.

Auckland Teachers' College Response

The development of Maori Language and Studies at our College reveals earnest and courageous moves:

The Maori Studies Complex itself:

Offices

Language Laboratory

Lecture Room

Whare Runanga

Lecture activities room

(Except for the offices and lecture activities room, the rest are shared with other departments.)

Maori language as a content study course available at 100, 200 and 300 levels.

Maoritanga Courses available for all 300 level students who elect to take such a course.

Participating in the P.I.T.T. and Graduate schemes.

Including Marae and Hui experiences in course content.

Availability of Maori studies staff as resource personnel to other departments in the College.

As a consequence of the encouragement received from a host of sources the Maori Studies Dept. has set up a 'Drop-in' Centre . . . both day and night.

While some exciting things are going on at the College in many fields it would be fair to say that the College reflects the nature of the school system not only through the courses but also the appointment of staff. The Maori members of staff would have been honoured had several Maori colleagues been included in the wave of new faces coming in this year to work in other departments.

Next year perhaps?

Kia Ora

Maori Studies

For those who haven't ever attended a Maori language course, the Maori word for *Centennial* is: Huri-rau-tau.
(Dictionary of Maori Language, Addenda)

The Hostel

"Rocklands" became "Rocklands Hall" when it was taken over in 1921 by the Auckland Education Board as a hostel for girls entering the teaching profession.

The chief value of the property at 187 Gillies Avenue then seemed to be its proximity to the future site of the Auckland Teachers College, and indeed this has been a great advantage.

The garden at this time was badly in need of attention and the house itself required, of course, a good deal of alteration and adjustment to suit the requirements of the 45 Second Year girls who entered it in that first year, 1922, with Miss Maindonald as Matron.

The hostel was purchased by the Board almost entirely through the determined endeavours of Mrs Ferner, who was then a member of the Board. She accepted Rocklands Hall as her particular responsibility after its purchase, and almost every penny spent on the place was at her direction, in conjunction with Miss Newman and Mr Cousins.

Miss Maindonald has kept contact with most of the girls who were under her care in that first year. Mr Cousins and Miss Newman very considerably left her a free hand, and they experimented happily enough, until they found a system which suited them.

On the rules and general management

of the hostel in those first few years with Miss Maindonald at the helm have been based the system followed today, although a larger number of girls is now provided for. Until 1952, fifty-four girls had been accommodated but it was found necessary to condemn the Tower room as sleeping quarters because of the fire risk, thus reducing the number to fifty-two.

From 1950 there have been pronounced changes in the personnel of the students. As Homecraft, Commercial, and Maths/Science (later to become Division B) courses were developed in the Secondary Department, a portion of those from country areas was absorbed into the hostel.

With Ardmore and North Shore Teachers Colleges accepting more students from rural districts, the quota of primary students at Rocklands was reduced. Nevertheless accommodation problems became so acute that, as houses in the district became available, they were purchased and set up as annexes to Rocklands. Epsom Cottage, 33 Epsom Avenue and 185 Gillies Avenue come into this category.

In 1966 the new accommodation blocks which are a tribute to the efforts of the late Mr R.A. Dickie, Principal of Auckland Teachers' College from 1946 to 1962, were officially opened by the late Mr D.M. Rae, Principal from 1928 to 1946.

Two further blocks of single bedroom accommodation were completed by the Auckland Education Board in January 1971.

As from August 1971 the newly-established Teachers' Colleges Council assumes control of hostels but Mr O. Gilmore and Mrs J. Volkerling will retain their responsibility in the general organisation of Rocklands Hall.

Regardless of this era of change and its modern amenities, the old house has retained the atmosphere and charm of yesteryear and remains the gathering-place for all. The "girls of Rocklands" join together happily within the walls of this sturdy, kauri house which is now over a hundred years old, in its dining room, lounge, TV room, sewing supper and games' rooms.

Each year, on the first Sunday of the May holidays, members of Rocklands Old Girls' Association also gather in this fine old building to enjoy the company of friends made through association with "Rocks".

Special Developments

Under control of Auckland Education Board

- 1921 Second Years entered Rocklands
- 1926 New College opened
- 1929 First Meeting of Rocklands Past Students Association
- 1928 Miss Maindonald presided
- 1929 Annual Reunion afternoon tea

- 1930 R.O.G.A.
- 1934 College closed
- 1940 Meeting to revive R.O.G.A.
Mrs Carr, President
Miss E. Lamason, Secretary
- 1943 21st Birthday of R.O.G.A.
- 1950 Homecraft Course introduced
- 1956 Golden Jubilee of A.T.C.
Special Reunion
Dining Room extended
- 1966 First new block opened — Wiren
House
- 1966 Original building 100 years old
- 1969 Secondary Teachers College
accepted the administration of
Rocklands
- 1971 Second new block opened
- 1971 Control to Teachers Colleges
Council



Jeanie Hume

Mrs Wilson, formerly Jeanie Hume, was a student of the College 1914-15 and a Lecturer 1920-28. She is the longest surviving lecturer in the History of the College. Irene Farrelly contributes the following:

It was 1923 when I arrived on the steps of the Wellesley St Training College. I was to form many close and lasting friendships and not the least of these was the one I formed with Jeanie Hume who, though not very much older than her students, was a lecturer there.

As lecturer in physiology she was responsible for teaching us sufficient first aid to pass a St John's examination.

Jeanie encouraged us to study life-saving. I managed to obtain my bronze medallion and then swam fully clothed 600 yards in search of my silver. My idea of fully clothed was not quite what the examiners really wanted. My stockings had not been properly secured and by the end of the 600 yards were trailing like some new fish bait.

Needle work was another of Jeanie's subjects.

Miss Newman

MANUKA 1923

From the point of view of College social life, no greater calamity could have befallen us than the resignation of Miss M.S. Newman. Although all the students loved and respected her, it is the few who have been in plays and other social functions with her who fully realise Miss Newman's value, and appreciate the great gap she will leave behind her. She was the guide and counsellor of every student, and, with a smile and kind word for all, everyone in College enjoyed her friendship and sympathy.

In lectures, too, we will miss her. They can hardly be called lectures. They were friendly talks and discussions where students reasoned out the facts by their own arguments, under Miss Newman's guidance and control.

Indeed, words are but empty symbols when we attempt to describe the loss we feel by Miss Newman's retirement, and the whole College joins in paying tribute to the splendid work she did when she was in College.

Section M at College 1931

On my first day at college I was placed in Section G. I had a B.A. degree and had done a year's pupil teaching at Mt Eden School. On a notice board I saw a list of names of Staff tea students' duties. My name was down for that first day. I would be required to leave the lecture room a few minutes before bell time to start the tea making. As I happened to be jammed into a desk with two others at the back of the room where Miss K . . . was reading us College rules "no first year to go flatting . . . no wearing Gym frocks or bare legs in the street," . . . I could not elbow my way out to carry out my task. Whether the Staff had lunch tea that day or not, I never knew.

Later that day on another notice board my name was down for a debate on 'Monarchy versus a Presidency'. I thought that they certainly made you work here from the word Go. I could see the other degree students strolling around in the sunshine apparently enjoying life with never a care. I thought that there was too much work in this section and that I must try to get out of it. I went to see Mr R . . . who said, "Yes, yes there must be some mistake. Go into section M tomorrow."

Then began the happiest year of my career. For the next few days a small group of us spent a lot of our time sitting, chatting on the balcony of the library enjoying the golden sunshine. Later on we got round to having lectures.

FROM ARCHIVES:

The Jubilee issue of Manuka 1956

We had a number of periods with Doc W. who would tell us stirring tales of his days in the First World War. At times when we were due for a serious discussion on the teaching of French, he would ask "What shall we talk about?" Some bright student would say, "Tell us about the war." Nothing loth he would do so and we lazy wretches would loll in our desks and enjoy the good life. In-between times we did learn 20 ways of taking a French reader. As I never taught French these were rather wasted on me.

We had Phys Ed with Miss W. As she was away for quite a while several sections were combined under Mr R. As there was not enough space to prance around we would have health discussions, all very interesting. More time to laze.

Art classes were taken by Miss C. I spent quite a lot of time out at the sink mixing grey paint. I still have a small painting of a grey bridge, proof of a year's not so hard work. Life was calm and leisurely. Would that it might last!

Lunch times were pleasant. A friend was studying astronomy for honours. We would spend the lunch time in any spare room, she studying and I reading Galsworthy and Hardie novels from the library.

The idyllic life was interrupted rather rudely three times in the year by being on section.

EILEEN EDSON



TOTIS VIRIBUS

The College Badge

In 1906 when the College opened at the Normal School, Mr. Milnes and Mr. Cousins discussed a College Badge. At the time the City Council had just changed the Auckland Coat-of-arms, and it was suggested that several of the old motifs be incorporated in the College badge. Hence the beehive, representing the plenty with which nature blesses Auckland, the plough, suggesting pioneering, the sheaf of corn as a symbol of the fruit of toil, and the pick and spade to symbolize hard work. Mr. Milnes preferred an English motto, but it proved difficult to find just what was wanted, and eventually the words TOTIS VIRIBUS were chosen. The Normal School and Training College were at the time in the one building, and so the badge and motto were associated with both, and still are today.

The first badge was surrounded by scrolls and included the words "Auckland Training College" and the motto. It was not worn by College students but by the "Old A's", as the ex-students named themselves. It was rather large, ideal as a brooch, but not as a badge.

In 1924 Mr. C. R. Bach was responsible for the re-designing of the badge. They removed the scroll, leaving only the shield and motto, but added the letter "S." This "S" was a memorial to Mr. Milnes, who had had the letter inscribed on the first College walls in various places. It stood for "Selflessness," which, he said, was one of the most important attributes of a teacher.

At the same time the wreath was added to form the "honours badge," worn by the Prefects, and henceforth to be worn on the blazer of those awarded College Honours. In 1927 the first Executive took over, and this became the Executive badge as well.

Until 1924 it had been the custom for "Old A's" to wear the badge. From 1925 the new badge became the College Badge in the fullest sense of the word, and was worn by Training College students.

In this issue both forms of the badge are used.

The Normal School still uses the badge, and the motto "Totis Viribus."



The Honours Badge



The College Badge

FROM ARCHIVES:

The Saga of the Hall

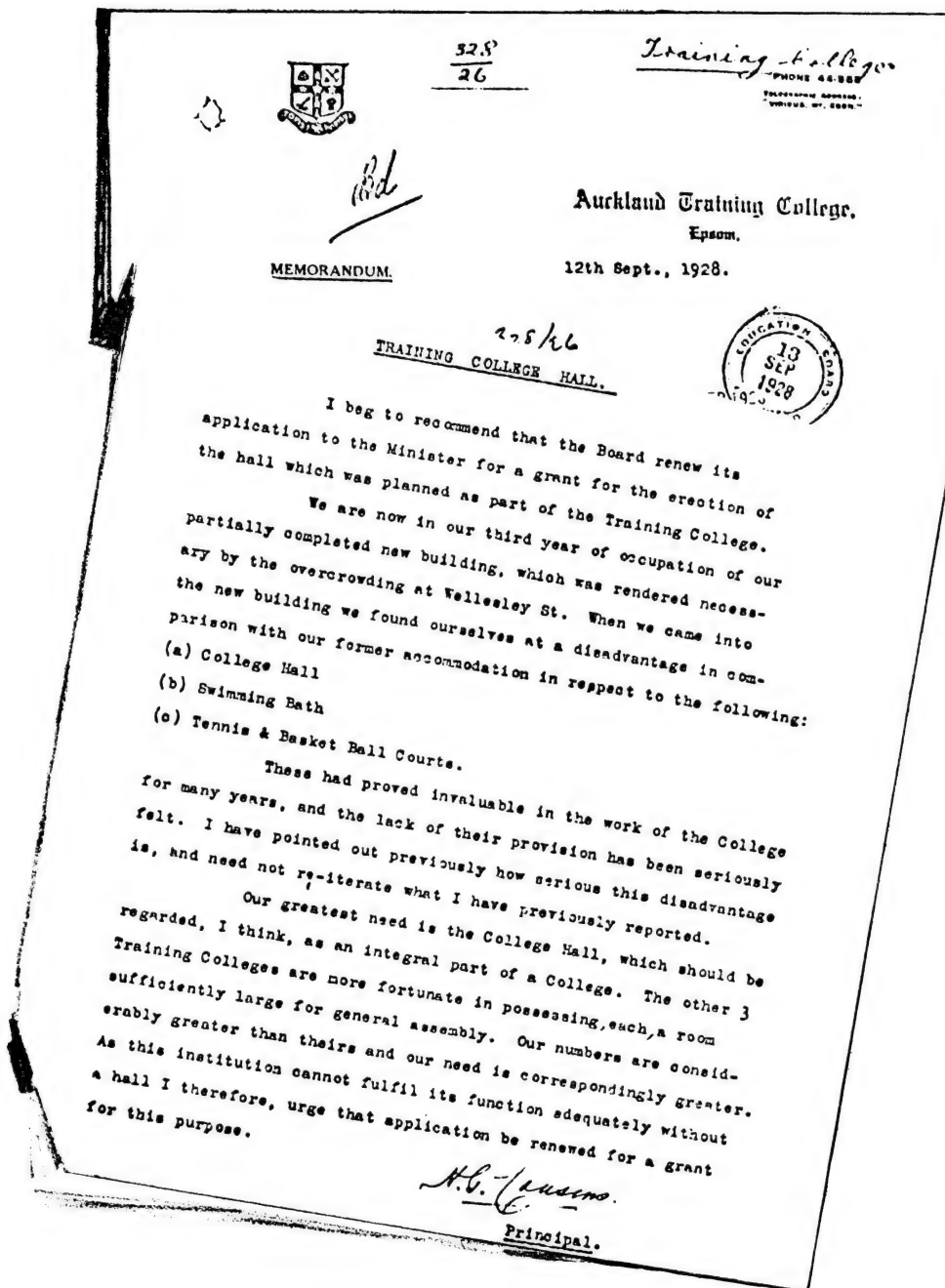
Ask and you shall receive can be said to apply to education provided one is prepared to wait for say, ten years.

Archives reveal evidence of this, for example, in the case for a College Hall. We pick up the story in 1928.

With the re-building of the Auckland Teachers College, the Hall that was opened in 1937 served the College well for several decades, failed to meet present day structural requirements with respect to earthquake safety and so was demolished to be replaced by a new administration and teaching block.

In 1981 neither this College nor the Secondary College have a hall sufficiently large to accommodate a student intake of over 500, let alone the full College.

By updating Mr Rae's letter of 1936 to make the student body a group of 1300+ (rather than 450) and using the same argument we have a case for a new, shared auditorium. It would certainly cost more than 7,140 — and will a wait of ten years be necessary?



Memoranda are prepared to be written on one side of paper, and to be numbered in the margin. The Director of Education, Wellington.

Telephone: "Edison,"
"A," Wellington.

328
26

EDUCATION DEPARTMENT
Training College

E 85
3/16

PLEASE QUOTE THESE NUMBERS

DE'D

Education Department,

WELLINGTON. 24th October, 1928.

Memorandum.

Bd

The Secretary,
Education Board,

AUCKLAND.

BOARD 7 NOV 1928



TRAINING COLLEGE - HALL. FILE 328/26.

With further reference to your memorandum of the 20th ultimo with regard to the erection of an Assembly Hall at the Auckland Training College, I have to say that, while fully recognising the value to the College of having an Assembly Hall, the Department regrets that there are so many more urgent building requirements that any application for a hall could not be supported at the present time.

J.B. Strong
Director of Education.

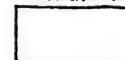
Jh.

Correspondents are requested to write on only one side of the paper.

All letters must be addressed to
The Principal,
Teachers' Training College,
Auckland, S.I.



In replying, please quote



Teachers' Training College,

Epson, Auckland, S.I.

16th June, 1936.

Telephone 21-222

The Secretary,
Education Board,
Wellesley St.,
AUCKLAND C.I.



Provision of Assembly Hall - Auckland Training College.

I have to bring under the notice of the Education Board the urgent need of an Assembly Hall at Auckland Training College. At present, there are 430 students in College. Frequently there occurs the necessity for bringing these students together for the purposes of their training. The work connected with the training of these young people depends on their professional outlook, upon their ideals and upon the fact that their formative period of training should be lived in an environment that challenges their highest respect and their most serious endeavour. At present, the largest room in Auckland Training College is capable of seating only 150 students. In spite of that, we have instituted a weekly assembly - a necessity if our College is to function fully. We have to crowd 400 students and staff into a room capable of seating 150. The result is very disappointing indeed; 250 of our students have to stand during assembly. Some are seated on window-sills, some are grouped round the doorway and others queue up in the passageway where they are able to hear only fragments of the topic being discussed. At College, we make it a practice of inviting prominent visitors to speak to the students. On such occasions we all feel that our cramped conditions and uncomfortable room spoil the effects that should be a result of such visits.

An Assembly Hall could also be used for physical education and for other work where economies in time table can be effected by grouping students. This is particularly so in regard to music where the part-time work of Prof. Hollinsake forces me to group students - in large sections.

In the social life of the College the lack of an Assembly Hall is a very serious drawback in our training equipment. It is essential that full advantage should be taken of the desire of students to meet at socials and dances. This must be done under suitable conditions. At present our College socials are spread over three rooms with no possibility of proper supervision, and with great difficulty thrust upon those providing music for dances. On special occasions we have to hire a hall in the city four miles away. This is not only expensive, but it denies a section of our students the opportunity of taking part in the social life of College.

The recent Teachers' Refresher Course showed the great need for a Hall. Numbers of teachers were unable to attend the music class and others were unable to be accommodated for the daily general lectures.

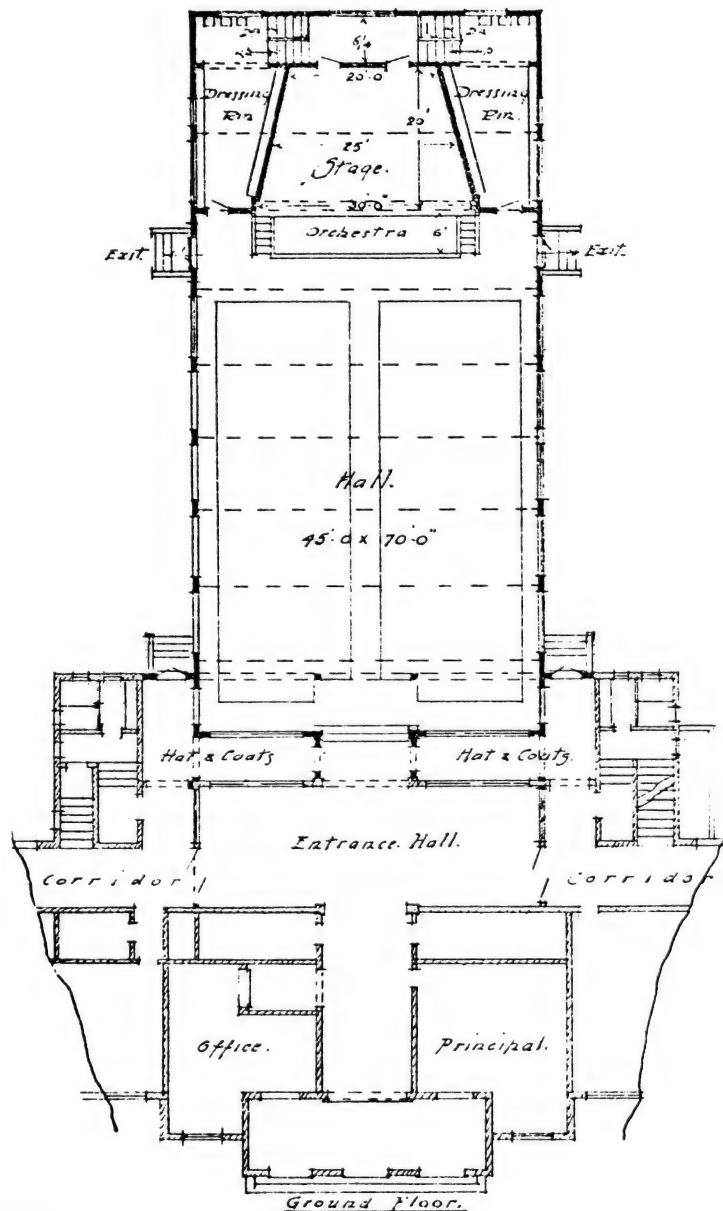
Recently the matter has been brought under my notice by the Students' Assn. I am attaching a letter which fully states the desires of the student body in this matter.

I wish also to report that at its last meeting, the College Board of Advice decided to ask the Education Board to urge upon the Department and the Minister of Education the pressing need of providing an Assembly Hall at the Auckland Training College.

I respectfully ask that this matter be treated as urgent lest we be forced in 1937 to undertake our work handicapped as seriously as we are at present.

2 Encls.

D.M. Rao
Principal.



(Office Stamp)

NEW ZEALAND POST OFFICE TELEGRAPHS

TELEGRAM



E 292 19/1 MEMO PARLIAMENT BUILDINGS 2 50 P

+ SECRETARY EDUCATION BOARD AUCKLAND +

Received at

Initials of Operator:



PLEASED INFORM YOU CABINET HAVE APPROVED GRANT FOR
ASSEMBLY HALL AUCKLAND TRAINING COLLEGE ++

BL

P FRASER ++

21st November, 1936.

Dear Sir,

I am directed to inform you that the Board accepts your tender at the price of seven thousand one hundred and forty pounds (£7140/-/-) for the erection of an Assembly Hall at the Auckland Training College, in accordance with the plans, specification and general conditions of contract attached thereto.

Please arrange to execute the necessary contract bond as early as possible.

Yours faithfully,

Ly 686 27/11/36



Detail of setting for College drama staged in the Hall.

Courses . . .

Manuka 1950 is somewhat prosaic, but it is livened momentarily by this label forwarded from the Education Department. History does not reveal which lecturer fitted the description.



O. H. M. S.
LECTURER IN CHARGE
SPECIAL COURSE
TEACHERS' TRAINING COLL.
AUCKLAND

Changes in the scope of science teaching reflect the transition from the nineteenth to the twentieth century. The Science examination paper of 1880 reveals the significance of the word 'elementary'. It asks little more than some basic definitions. The 1981 example is taken from an extensive pre-entry test covering in this case volcanology.

I Elementary Science.

Aug. 7th / 1901

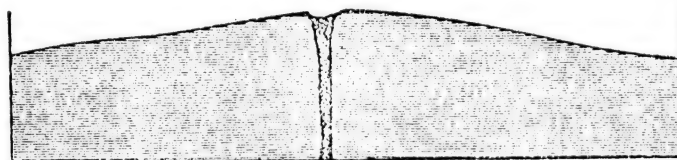
- (1) What different and distinctive properties are exhibited in a Solid, a liquid and a Gas? What do they possess in common?
- (2) Describe what happens when a candle burns, and what becomes of the products of the combustion.
- (3) What do you understand by the terms "attraction" and "gravitation"?
- (4) What are the weights of a drop, a teaspoonful, a pint, and a gallon of water?
- (5) Give an outline of the last Object-lesson which you may have given. State Standard of Class.
- (Extra) What opportunities have you had for the study of Elementary Science or Object-Teaching? What text books or other advantages do you possess?

70. Three of the words listed below can be used to describe the kinds of igneous rocks which are made up of a mixture of coarse and fine grains. Which word does not describe such rocks?

- (a) intrusive
- (b) volcanic
- (c) hypabyssal
- (d) porphyritic

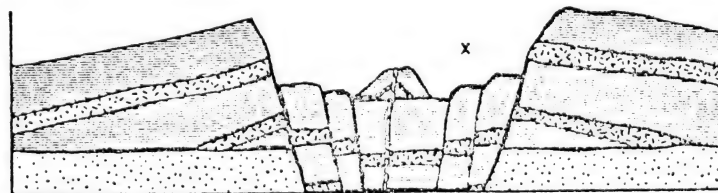
71. The diagram below shows a section of a volcanic landform which consists mainly of rock formed from lava flows. This is called

- A a volcanic lake
- B an enlarged crater
- C a volcanic plug
- D a shield volcano



72. The diagram below shows a section of the top of a volcanic cone. The depression marked X is best called a

- A caldera.
- B breached crater.
- C crater.
- D breached cone.



Grammar

Parsethe words underlined:-

Next morn the Baron climbed the tower
 To view afar the Scottish power,
 Encamped on Flodden Edge:
 The white pavilions made a shew,
 Like remnants of the winter snow,
 Along the dusky ridge.
 Long Marmion looked:-at length his eye
 Unusual movement might descrie
 Amid the shifting lines:
 The Scottish host drawn out appears,
 For, flashing on the hedge of spears,
 The eastern sunbeam shines.
 Their front now deepening, now extending,
 Their flank inclining, wheeling, bending,
 Now drawing back and now descending,
 The skilful Marmion well could know,
 They watched the motions of some foe,
 Who traversed on the plain below.

(Scott)

Arithmetic - 22nd May 1880.

Junior.

- (1) Make bill of
 13 lbs. Sugar @ $\frac{4}{8}$ per lb.
 5 $\frac{1}{2}$ " tea @ $\frac{3}{8}$ " "
 15 " rice @ $2\frac{3}{4}$ " "
 1 Stone Salt @ $\frac{1}{16}$ per cwt.
 3 pints treacle @ $\frac{3}{4}$ a gal.
- (2) Reduce $\frac{1760}{2431}$ to lowest terms,
 multiply result by $\frac{3}{4}$ and divide
 the product by $\frac{1}{2}$.
- (3) A spoon cost $\frac{7}{9}$; how many doz.
 can be bought for £44:8:3?
- (4) What quantity of shalloon that is
 $\frac{3}{4}$ yd. wide will line $7\frac{1}{2}$ yds of cloth
 that is $1\frac{1}{2}$ yds. wide?
- (5) A man owns $\frac{3}{5}$ of a stock of coal, and sells
 $\frac{2}{4}$ of his share for £171: What is the
 whole heap worth?

26

The following sets indicate line segments of given length. Which set could be used to draw a triangle?

- A {3 cm, 4 cm, 6 cm}
- B {2 cm, 4 cm, 6 cm}
- C {2 cm, 3 cm, 6 cm}
- D {3 cm, 4 cm, 7 cm}

27

Which is another name for 4×10^3 ?

- A $4 \times (3 \times 10)$
- B 4000
- C 40×3
- D $4 \times (10 + 3)$

28

Which equation is equivalent to $3a = 6$?

- A $\frac{3a}{2} = 6$
- B $3a + 5 = 11$
- C $3a - 5 = 11$
- D $\frac{3a + 5}{2} = 6$

29

Which names $\sqrt{36}$?

- A 6
- B 9×2^2
- C 2×18
- D 6^2

30

Which is a set of common factors of 20 and 40?

- A {40, 80, 160}
- B {2, 4, 6, 8}
- C {20, 40, 60, 80}
- D {2, 4, 5, 10, 20}

31

The product of two prime numbers is always

- A another prime number
- B a composite number
- C a square number
- D an irrational number

32

$\frac{3}{4}$ means....

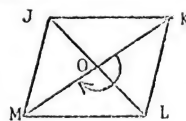
34



Which is the sum of the interior angles of this quadrilateral?

- A 270°
- B 360°
- C 90°
- D 180°

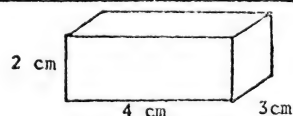
35



If the parallelogram is rotated 180° about O this will show that

- A $m(\angle MJK) = m(\angle LMJ)$
- B $m(\angle JML) = m(\angle JKL)$
- C $m(\angle JKL) = m(\angle KLM)$
- D $m(\angle KLM) = m(\angle JML)$

36



What is the surface area of this cuboid?

- A 24 cm^2
- B 36 cm^2
- C 52 cm^2
- D 56 cm^2

37



Keeping the top up, in how many ways can the cube be posted through the hole?

(opposite)

Science may have twentieth century equivalents but grammar of this kind has no more than antiquarian interest. It has no equivalent in present day English courses. Linguistics, the present day method of analysis, has little to do with the training of teachers.

Arithmetic papers such as the example from 1880 exist no more. Since the advent of "New Maths" Arithmetic as a separate topic has almost disappeared. Much less time is spent on money calculation (the consequences of decimalisation). The 1981 example is part of a pre-entry survey for College, with multiple choice questions.

The final College report on the overall student performance was to say the least, minimal. The present day report on students is most comprehensive. It includes a general statement on character, professional skill, and personality, with specific details related to the whole course, including University papers.

The College assessment of student worth has always rested, at least to some extent, on teaching reports from associate-Teachers in the field or visiting lecturers. The general tone of the reports show a major difference in the attitudes of staff to student. In 1881 the issues were clear-cut and formal, pedagogy was essentially doctrinaire. There was *one* way of doing things.

The reports of the seventies imply a far greater maturity on the part of the student. The approach is positive, and while not glossing over weaknesses builds on strengths.

TEACHERS COLLEGE DIPLOMA

Requirements for successful completion of a Teachers' College Diploma for student intakes 1980 and following.

DIVISION A

	<u>Code</u>	<u>A3</u>	<u>A2</u>
<u>COMPULSORY FOR ALL STUDENTS</u>			
<u>Educational Studies:</u>			
Learning and Teaching I	Ed 100	1	1
School and Family in New Zealand Society	Ed 101	1	1
Human Development	Ed 102	1	1
Learning and Teaching II	Ed 200	1	1
Using Basic Media in the Classroom	Ed 103	1	1
Learning and Teaching III	Ed 300	1	1
<u>Studies in Teaching:</u>			
Language I	En 100	1)
Language II	En 101	1)
Language III (4 component)	En 200	4	4
Reading I	Cu 200	1	1
Reading II	Cu 201	1	1
Art	Ar 100)		
Mathematics	Ma 100)		
Music	Mu 100)		
Physical Education	PE 100)	6	6
Science	Sc 100)		
Social Studies	SS 100)		
<u>Other:</u>			
First Aid (4 component)	PE 101	4	4
Basic Mathematics (Content)	Ma 101	1	1
Interdisciplinary Studies	IS 200/IS 300	2	1
<u>Teaching Experience:</u>			
Year 1	TE 100, TE 101	4	4
Year 2	TE 200, TE 201	4	5 (Add TE 300 &
Year 3	TE 300, TE 301		TE 303)
	TE 302, TE 303	5	-
<u>OPTIONS:</u>			
<u>ADVANCED STUDIES IN TEACHING</u> (5 selected from range offered)		5	1
<u>Content Studies (9 selected from)</u>			
Art)		
English)		
Maori Language)		
Mathematics)	9	5
Music)		
Physical Education)		
Science)		
Social Studies)		
TOTAL		47	33

NOTES:

- Students may elect to reduce the number of Content Studies and increase the number of Advanced Studies in Teaching in Year 3.
- The total number of Content Studies components cannot fall below 9 or rise above 11. In consequence the A2 limits are not above 5 or below 3 making the overall requirements 14 components for Division A1.
- For Division A2 the limits are 4 or 5 Content Studies and 1 or 2 Advanced Studies in Teaching, the total to be 6.

Auckland Training College

August 14th 1971

Memo for Teacher of Class E Boys.

From the Principal.

The following is the report on the section of Boys taken from Class E. Boys on August 14th:-

The Time Table does not show any recess in the morning or afternoon. It also shows a writing lesson every day, but makes no provision for dictation. If dictation is included in writing, it would be better to show it.

The Reading does not appear to occupy a sufficiently important place on the Time Table.

In history the boys exhibited almost total ignorance as to the meaning of the heading "The points not understood were - why so called - and figures 1827 & 177 - meaning of the full words - also how 50 years was obtained.

A few boys will not write neatly, chiefly on account of scraps of pencils used, & the dark slates.

The Geography was well and quickly retained.

In Arithmetic every thing seems to depend on their being told what rule to work. If a problem is written down they have no conception where to begin & hence simply guess.

The Reading is so good that not very much more is required. There appears to be very little individual reading.

No boy knew the recitation.

The ideas of order and sobriety pronounced as the very vague. Many boys had no books, while several had very shabby ideas of where the lesson was or how much would be asked.

Only one boy had any thing where with to clean his slate, & all indulged in the filthy habit of spitting on slates. The check their habits are already in the extreme.

John Arthur
Principal.

Auckland Teachers College SCHOOL TEACHING PRACTICE REPORT

Student:	Jane SMITH	College Section:	EB2	Teaching Section:	Final 1 2 3 4 5
Associate Teacher:	Mrs J. Robinson	School:	Maroa Intermediate		
Class:	P.2	Lesson:	Language		
Date:	23 October 1976	Visiting Lecturer:	T. McLennan		

REPORT ON OBSERVED LESSON

Yourself: You have a pleasant manner with the children and they obviously like you. Speech is clear and well enunciated - you know how to vary tone and pitch to maintain interest - and you use a vocabulary that is suited to this age group. You use simple-control techniques effectively.

The lesson: Well planned and prepared in some detail - the charts were effective and neatly laid out. The lesson beginning moved quickly and I wondered whether you got the best explanations and discussion out of those well-known slogans - perhaps discussed the purpose of having/using slogans for effect.

The children worked easily in groups (it was a good point to revise quickly some basics of group discussion) and everyone seemed to be enjoying the task of making up new slogans. While you wrote up the slogans selected by each group you tended to turn away, inevitably, so that your back was to the children - this made a "dead" patch in lesson.

Consider how you could avoid this. Again, when telling them what the activity was to be, you could have had them listed on the blackboard - this would have saved repeating your instructions and ensured that everyone knew. (Just a point.) Generally, a busy lesson.

Section File: Detailed with a good sample of both observed and prepared lessons. A sound record. Your Associate Teacher gives credit for help in playground activities.

ADDITIONAL COMMENTS

SUMMARY

In consultation with Associate Teacher
Relationship with children: A very fine relationship, especially on an individual basis.
Teaching: Preparation, very detailed, good use of visual aids; questioning shows improvement.
Records: Adequate - wide collection of lessons, both observed and prepared.
Personal: Always well groomed; punctual; pleasant manner; fluent, clear speech.
Areas for improvement: Flexibility in approaches.
School and College Evaluation: Outstanding, Very Good, Satisfactory, Unsatisfactory.
Please forward this report promptly to Senior Lecturer Posing
A.T. Lect.

College File: Satisfactory

5.

Relationships with Children

Report, awareness of children's
needs, consideration of individual
differences, etc.

Sue has a great ability to establish a sound and effective rapport with the children very quickly. She shows a strong and sensitive awareness towards the needs of many children and was prepared to listen, to assist and encourage individuals. She shows strength in this area.

6.

Special Strengths, Suggestions and

General Comments

Has a strength in the "Maori"
Maori to Maori. To be completed by the Associate Teacher
to indi
She may
but I am

7.

Professional Attitude

punctuality, attendance with
children, activities, dress,
professionalism, etc.

Sue has an excellent attitude towards her work. Her enthusiasm was shown strongly in her interest and punctuality. She was prepared to do extra work, and was a great assistance in the classroom.

PRINCIPAL'S

Miss Pen

Section.

to her work

Miss Pen

to develop

my best

ATTENDANCE

MARK
ABSENCES

2.

Personal Professional Qualities

Quality of speech, confidence,
enthusiasm, initiative, objective
evaluation of own work in the
classroom, etc.

Right from the start, Sue got right into the "Swing 'of things." She used her initiative many times to assist children, solve a problem or just take over if I was unable to. Her enthusiasm was refreshing and she has many qualities that will develop as she progresses through her training. Her evaluations were based on the awareness she had of her children's needs and her objectives.

3.

Caching of Records

Selection of relevant material,
interpretation of Acceptable aims,
comprehensiveness, standard of
presentation, etc.

Sue kept an up-to-date and comprehensive file. Her presentation was always neat and easy to follow. She defined her objectives and gave them a great deal of thought. Her gathering of material will be very beneficial in years to come.

Auckland Teachers' College

SCHOOL TEACHING PRACTICE EVALUATION

Second Year Students—Teaching Practice Sections 3 and 4

PART A: To be completed by Student-Teacher

Name

School

4.

Skill in Teaching

(i) Planning (eg. clear objectives, variety in choice of methods, suitability to children, sequence of lesson, etc.)

Sue set herself and her group clear, concise objectives. She didn't aim too high or try to do too much at once. She prepared her lessons in close sequence and accomplished her objectives. Sue needs to remember, especially in her Monster unit, to vary her introductions. A choice of filmstrip, picture, tape or record may have added more interest than just a story book.

(iii) Techniques—(eg. Motivation, pupil involvement, control, interest, use of teaching aids, use of voice, etc.)

Sue had full control of her groups. In Reading and Maths her pupils were totally involved as she had prepared many interesting and varied activities. Because of this and her attitude toward the children she had their full co-operation and attention. Sue may need to practise putting more expression into a story she may read to a group of children.

(iii) Evaluation: (eg. Appreciation of realistic aims and standards, understanding of weaknesses and strengths of lessons taken, etc.)

Sue accepted suggestions and acted immediately upon them. She was keen to improve on her weaknesses, which were very few, and she made sensible observations and recorded these in her evaluations.

CONFIDENTIAL

NEW ZEALAND DEPARTMENT OF EDUCATION

Form E.7/

TEACHERS COLLEGE REPORT ON STUDENT - DIVISION A

POTTER, Mary-Louise 49 Parker Place, Remuera, Auckland 5.
 Name of Student (surname first) Permanent Private Address
 Date of Admission: 1.2.78 Date of Completion of Course: 27.1.81
 Length of Course: Three Years Date of Birth: 15.9.59
 Status at end of the course (a) Awarded Teachers College Diploma (i) With Distinction
 (ii) With Commendation
 (iii) Pass
 (b) Teachers College Diploma withheld because of failure in the following subject:
 (c) Teachers College Course not completed because:

Principal's Report: (A general summary of the student's personal, and professional competence and potential as a teacher - any outstanding strengths or weaknesses that might have a bearing on the student's work as a teacher should be noted)

She has shown a highly professional attitude to all facets of her work in schools. She relates well to children through taking into account their needs and planning her lessons to meet these needs. She has a quiet voice which she uses to good advantage. All her written planning and record keeping is of a consistently high standard involving realistic objectives and variety in presentation. Questioning techniques have shown maturity in probing for breadth and depth of understanding. Evaluation of work shows a sincere desire to develop professionally in all areas of the curriculum. A promising student whose quiet firm approach and keen interest in children indicate a high level of promise in her chosen profession.

NEW ZEALAND DEPARTMENT OF EDUCATION

TEACHERS COLLEGE REPORT ON STUDENT - DIVISION A

Name: POTTER, Mary-Louise Auckland Teachers College
 Length of Course: Three Years Date of Completion: 27.1.81

Instructions

- (a) Enter number of contact hours of each course and
 (b) Enter PASS rating at 1, 2, or 3 level
 1 Outstanding 10% of students passing
 2 Very Good 25% of students passing
 3 Satisfactory 60% plus of students passing or
 (c) FAIL

1. TEACHERS COLLEGE SUBJECTS

	Rating	Course Hours
A. Compulsory Subjects		
English and Language	...3.	136
Mathematics	...3.	60
Professional Studies		
(i) Studies in Education		
Child Study	...3.	120
Educational Psychology)	...3.	104
Principles of Teaching)	...1.	50
Learning and Teaching	...2.	
(ii) Curriculum - Basic Studies (incl. Reading and Media)	...2.	316
(iii) Advanced Studies in Teaching (Third Year)		50 each
The Junior School/Language and Mathematics	...3.	
The Class Music Teacher	...3.	
Social Studies	...3.	
English for the Culturally Different	...2.	
Music and Movement for Juniors	...2.	
Mathematics S1 into S2	...2.	
(iv) Teaching of Mathematics	...2.	42
(v) First Aid/Health	Pass	20
(vi) Practical Training: Outstanding, Very Good, Satisfactory, Needs Special help		

B. Content Studies (Rating as for compulsory subjects)

(i) Music	Stage A	...3.	120
	Stage B	...3.	100
	Stage C	...3.	100
(ii) Social Studies	Stage A	...3.	120
	Stage B	...3.	100
(iii) Other	Stage	

2. UNIVERSITY SUBJECTS (for Degree/Diploma)

Year	Unit/Paper	Final Result	Type of Bursary
------	------------	--------------	-----------------

* Denotes subjects satisfying requirements in 1 above.

3. OTHER TEACHING QUALIFICATIONS

Signature: J.H. M. Date: 11. 2.80

Signature: J.H. M. Principal Date: 11. 2.80

What you get . . .



Auckland Teachers' College New Zealand
Teachers College Diploma

This is to certify that

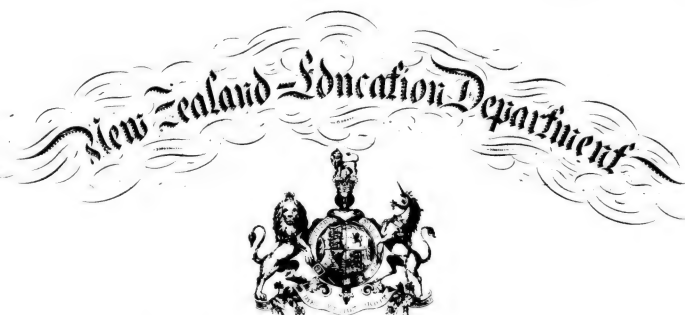
attended the Auckland Teachers' College and has completed a course of academic and professional studies and practical training as prescribed in the Teacher's Training College Regulations* made under the Education Act, 1964.

Awarded this twenty-seventh day of February 1981

Principal Auckland Teachers' College

* A New Zealand student who has completed a course at a New Zealand Teachers' College as provided in the Teacher's Training College Regulations 1964, may on satisfactory completion of the required preliminary period (primary and early) in a State School in New Zealand be conferred by the New Zealand Department of Education and registered as a trained teacher.

The 'Teacher's Certificate of Attainments and Efficiency' followed the traditional form, with decoration and embellishment. It contrasts with the present Diploma, with its aseptic, asymmetrical layout. The reproduction however does not reveal the effect of colour in the present diploma.



TEACHERS CERTIFICATE OF ATTAINMENTS AND EFFICIENCY.

Class (Division)

This is to Certify that *Henry Berthington*
has given satisfactory evidence of attainments in learning entitling
him to be placed in Class C of Teachers holding Certificates under
The Education Act 1877 that his experience as a Public School Teacher
and his practical skill in the art of Teaching and School Management
qualify him for Division 1 and that he is accordingly rated as of
Class C Division 1.

Wellington, 26th Feb 1874

Minister of Education

Entered, Vol. 2 Folio 40

W. J. G. Bevan, Inspector General of Schools

EXTRACTS &c FROM ORDER IN COUNCIL, SEPT. 24th 1878.

EXTRACTS

1. There shall be five classes of certificates distinguished from the highest to the lowest by the letters A, B, C, D, E.
2. The rank class there shall be five divisions distinguished from the highest to the lowest by the figures 1, 2, 3, 4, 5.
3. The class for which a certificate is granted shall depend upon attainments in learning as proved by examination, the division in the class upon experience and practical skill in the art of teaching and of school management.
4. The relative values of certificates shall depend in equal degree upon attainments in learning and upon practical skill as indicated in the adjacent scale, in which the letter and number denoting any one certificate shall appear in the letter and number which in any other column denote a certificate of equal value.

SCALE OF COMPARATIVE VALUES.

A1	B1	C1	D1	E1
A2	B2	C2	D2	E2
A3	B3	C3	D3	E3
A4	B4	C4	D4	E4
A5	B5	C5	D5	E5

ABSTRACT OF CLASS STANDARDS, 1878.

- A. A degree in First or Second Class Honours in the University of NZ.
- B. The degree of B.A. Hon of NZ.
- C. The compulsory or the optional parts of the B.A. examination, NZ.
- D. Matriculation, Univ. NZ.
- E. Some Special qualifications are duly recognized for classes A, B, C, D.

What it all costs

18 June, 1917.

Sir,

I beg to forward accounts for payment as under:-

General Account:-

1. City Council - water, bath. Ls 13-11-11
2. John Leach - picture framing 10-11-11
3. J. Lyons and Co. - printing 1-13-9
4. J. Henderson - glazing 7-12-6
5. J. Lyons and Co. Ltd. 1-16-3
6. Spectator Ltd. 3-11-10
7. C. S. M. Ltd. and Education 5-2-3
8. Petty Cash 3-16-3
9. Petty Cash 9-3

Service Account.

1. Petty cash 6-2-13-6
2. Whitcombe & Tombs 18-0

Library Account

1. Champlatt & Co. Ltd. 11-7-9.

I have the honour to be,

Sir,

Yours obedient servant,
H. G. Cousins,
Acting Principal.

The Secretary,
Education Board,
Auckland.

AUCKLAND TEACHERS' COLLEGE - INCIDENTALS ACCOUNT FINANCIAL YEAR 1930/31

884

STATEMENT OF EXPENDITURE TO 24 June 1930

A. ADMINISTRATION

A/c No.	Income	Budget	Actual	Balance
4560	Basic Capitation	28,414	18,943	9,471
4561	Accumulated Funds	2,164	2,164	-
4562	Hire of Facilities	1,000	1,381	381 cr
4563	Interest	1,000	449	551
		32,578	22,937	9,641

Expenditure

	<u>Expenditure</u>	<u>Budget</u>	<u>Actual</u>	<u>Balance</u>	
4564	Office Expenses	1,500	596	904	
4566	Printing and Stationery	5,000	5,565	565	o/s
4567	Postages	3,550	1,120	2,430	
4568	Telephone Rentals	13,500	4,243	9,257	
4569	Tolls and Telegrams	1,800	372	1,428	
4570	Diploma and Graduation Expenses	61	61	--	
4572	Miscellaneous	500	61	439	
4576	Caretaking and Cleaning Expenses	4,500	1,145	3,355	
4578	Administration Travelling Expenses	500	129	371	
4579	Miscellaneous Travelling Expenses	250	-	250	
	Contingency	1,417	-	1,417	
		<u>32,578</u>	<u>13,292</u>	<u>19,286</u>	

Income to date : 22,937

Expenditure : 13,292

Cash Balance Surplus 9,645

Teacher Training and the Future

In many respects I would prefer to write about the old days, the good and the not so good. Certainly let me acknowledge the debt I owe to lecturers and student friends who contribute so much to my own development, formation of interests and attitudes during 1943 and 1944 and again for a term in 1946 when I was a student at Auckland Teachers College. My assigned topic, however, is Teacher Training and the Future.

With one college transferring its teacher training enterprise and two others sharing buildings and some resources with polytechnics, the question might well be asked — what future? I think teachers colleges in New Zealand have a great future! Seen against the backdrop of other western countries, particularly the United Kingdom, the New Zealand retrenchment is moderate indeed. The surprising, and hopeful fact is, that different from most Commonwealth and western countries on which we have modelled and remodelled our education system, we have continued to retain teachers colleges as free standing, independent and largely mono-training institutions. Links with universities have developed but on terms which have protected teacher training objectives. The establishment of teachers college councils has undoubtedly been a factor, and will be in the future, in enabling colleges to promote and maintain

independent stances on teacher training.

With strong council control teachers colleges will be in a good position to set their sights firmly on approaches and styles of training that, from their specialist experience, they decide to adopt as responding well to the demands and needs of the teaching service. Councils as controlling authorities, however, are composed of professional, teaching, and lay representatives who have an interest in seeing that the schools and children are well served. The internal reviews of training programmes must be interspersed with outside reviews and visitations aimed at helping colleges to strengthen their programmes. Strong councils are essential to managing such reviews so that they are in no way a threat and on the contrary are seen by all lecturing staff as positive means to improving their work.

“Special character” has become an accepted term in the New Zealand education vocabulary, particularly in the contest of “integration”. There is a sense in which each teachers’ college in New Zealand has its own “special character”. It arises from the individual lecturer and subject department strengths and has flowered as a result of the freedom permitted colleges to develop courses within a broad agreed structure, laid down in the third report of the National Advisory Council on the Training of Teachers (August 1964). The

diversity among New Zealand’s teacher training programmes is impressive. It is also the basis from which colleges will strengthen their “special character”. The system may be flexible enough in the future for applicants to attend a college with a known “special character”, regardless of where they currently reside.

What of the curricula and college programmes? Modular or unitised programmes have gone some way to defining in more specific terms the expected outcomes of the training courses. The essential components exercise will, I optimistically predict, be completed and we will have agreement, in broad terms, on an essential core of studies required of all those training for teaching. Beyond this core there will be a range of options available for students which will be the means of catering for individual differences of qualification, other training, experience and occupation.

And what of the nature of the essential components? They may well include educational content studies related to school curricula. But without a doubt they must also contain the teaching skills and methods which set teacher training specifically apart from other education and training programmes such as those for medicine, dentistry and engineering. As a result of the teacher

training courses the beginning teacher should have a quiver full of specialised techniques for assisting children's learning, that a person entering the classroom direct, can in no way match.

Supervision of teaching practice and induction teaching would be linked by staff, especially appointed for short terms of say three years from young and successful teachers with perhaps five to eight years teaching experience. All staff would be required to spend a year in another branch of the education service, every five years. Some would return to the classroom, others would take senior positions as HODs or deputy principal. Others again could spend time in the advisory services or as education officers. I would expect that movement in and out of teacher training will become a condition of service, for those taking up lecturing positions.

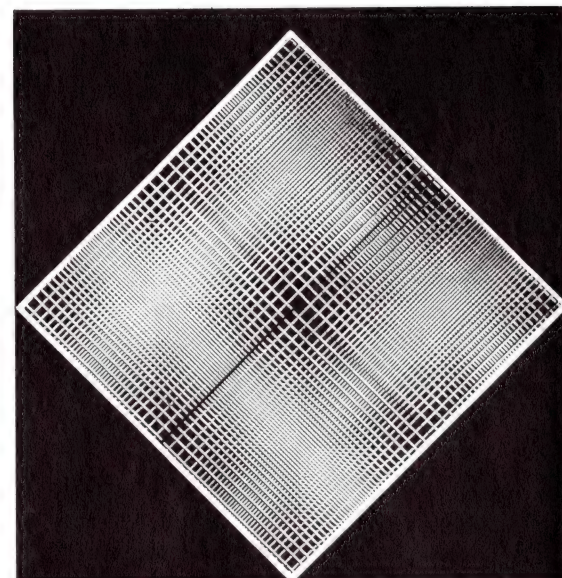
No mention of audio-visuals, programmed learning, computerised instruction and other gadgetry? Gear and gadgetry are aids. I think they have their place, they can stimulate and fascinate but never replace the personal learning and development which comes out of the interaction of people whether they be young people working with older people or a learner's own peers at whatever age. I would not see very much more in the way of teaching and learning resources going into mechanical gear, except undoubtedly, (but it may be cheap by any

standards) the means of teaching the many varied functions of computers. As with so many developments in the recent years of rapid technological and social change, our problem will be to gear up the system to train the trainers.

Conclusion

I know of no grand plans for the future of teacher training. Various Commissions of Enquiry, Consultative Committees and reviews have shaped the form and style of teacher training we currently have in this country. Its future form will in turn be shaped by the demands and needs of the clients but this will be in the context set by structures, particularly the controlling authority structures, laid down in the Education Act. Within those structures there is provision for widely representative membership, particularly the profession and school lay controlling interests. Teacher training in New Zealand is, in my personal view, well placed to meet any demands future schooling developments may place on it.

BASIL W. KINGS



Review of Teacher Training

Department of Education

... a review of teaching training to investigate current needs in teacher education and to propose lines for future development

C.G.N. Hill, Chairman

'It is my hope that the recommendations contained in this report and the supporting evidence will be widely discussed, and that this discussion will in turn inform the Government prior to its making decisions on teacher education'

M.L. Wellington, Minister of Education

Roll 1881

Mason, H. Mr
Braithwaite, M. Miss
Burton, E. Miss
Edmiston, J. Miss
French, J. Miss
Hamer, L. Miss
Hopper, C. Miss
McColl, J. Miss
Sinclair, J. Miss
Thompson, H. Miss
Wallis, E. Miss
Young, P. Miss

Roll 1981

DIVISION A

1ST YEARS

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George Allen
Peter Anderson
Murray Barakat
Robert Bartlett
Bruce Bassett
Kester Bradwell
Richard Brasell
Stephen Brodie
Jason Burt
Waru Clark
Christopher Coombe
Milton De Silva
Brett Donaldson
Howard Embleton
Scott Ferguson
David Foster
Terry Furmage
Brett Geerligs
Alan Gethen
Terry Gillooly
Ian Godber
Peter Gray
Alan Guy
Peter Hart
Ian Hawes
Graham Hughes
Max Jacobsen
Mark Jensen
David Jupe
Sean Kelly
Malcolm Keye
Stephen King
Josef Langreiter
Brent Leete
Peter Lloyd
Kerry Lynch
John McCormack
Peter McCoy
David McDonald
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Gregor McPherson
Barry Marsdon

Edward Matamua
Duncan Miller
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Eric Ofman
Paul O'Hagan
Holiday Piho
Michael Pocklington
Shayne Porter
Paul Pound
David Relph
Michael Richards
Grant Robbins
Neil Robinson
David Shirley
Duncan Smith
Kevin Smith
Marcel Van der Putten
Brett White
Peter Witana

Melanie Abel
Yvonne Acheson
Pepe Aiolupotea
Deidre Alderson
Joanne Alexander
Raewyn Alexander
Dianne Allan
Jacqueline Allen
Nicola Allen
Susan Allpress
Philippa Andrewes
Catherine Armstrong
Margaret Armstrong
Verily Armstrong
Auvasa Auva'a
Michelle Bahn
Jean Balfour
Sonia Barsony
Brenda Bassett
Withilde Batelaan
Karin Bell
Gloria Bermingham
Tracey Billings
Louise Birch
Karen Blennerhassett
Karen Blucher
Michelle Bold



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Ann Bowden
Eleanor Boyce
Angela Boyle
Louise Brambley
Deborah Britton
Judith Broeren
Janet Brooks
Heather Brown
Janice Brown
Moira Brown
Nichola Bryant
Carolyn Burgess
Anna Burley
Jennifer Bush
Julie Butler
Juliet Butler
Robyn Byers
Jennifer Campbell
Joanna Carey
Susan Carey
Debra Carlisle
Deborah Carr
Robyn Carruthers
Fiona Cartwright
Judith Catley
Marian Caulfield
Marilyn Chambers
Kirsty Clark
Louanna Clark
Susanne Clark
Shelley Cochrane
Jacqueline Conlogue
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Mary Cotter
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Elizabeth Craig
Rosemary Craig
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Lynda Harris
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Paula Harrison
Brenda Hartnell
Patricia Haydon
Karen Hayward
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Lies Heck
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Angenita Heuveling
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Wendy Kinnon
Margaret Knights
Wendy Kristensen
Denise Lacassie
Sandra Laing
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Hilary Langton
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Etelagi Laumea
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Kaye Lawrence
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Tiere Maoate

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Suriner Singh
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Merrin Smith
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Rosanne Squires
Vickianne Stent
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Karen Stephens
Valerie Stevens
Jane Sullivan
Tracy Sutherland
Trace Swatton
Maria Tanuvasa
Jacqueline Tate
Linda Taylor

Tereapii Teei
 Linda Ter-Huurne
 Raewyn Thomas
 Wendy Thomas
 Kim Thompson
 Vivienne Thompson
 Deborah Thomsson
 Phillippa Todd
 Michelle Tong
 Lisa Ulkeman
 Julie Veitch
 Toni Vujcich
 Rona Waetford
 Judith Wakefield
 Nerida Wakelin
 Tracy Walker
 Joanna Wallace
 Jacqueline Walls
 Elizabeth Walton
 Alicia Warbrooke
 Elizabeth Warden
 Wendy Watson
 Tracyanne Way
 Kim Waye
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 Lorraine Wharfe
 Christine White
 Jacqueline White
 Sharon White
 Wiki Whittaker
 Fiona Whyte
 Denise Williams
 Anne Wills
 Phillipa Wills
 Carron Wilson
 Jane Wimbush
 Delwyn Winters
 Sandra Witteveen
 Brenda Woolly
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 Sally Wyness
 Claire Wynyard
 Beverley Young
 Patricia Young

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 Wendy Donaldson
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 Catherine Gray
 Jennifer Green
 Sally Groenhart
 Jacqueline Heywood
 Claire Kidby
 Dallas Labrum
 Susan McCallum
 Cushla McGrath
 Kerrie McQuoid
 Rosalee Martin
 Suzanne Micallef
 Shirley Mills
 Lorraine Milne
 Sally Robinson
 Kerry Ross
 Jill Russell
 Juliann Shepherd
 Vicki Sims
 Jennifer Smits
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 Maureen Williams
 Karine Windram
 Eileen Woodward

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 Nils Brown
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 Kevin Cleaver
 Nigel Davis
 Terence Elliott
 Allan Goodison
 David Hilliam
 Bruce Hodder
 Martin Hughes
 Kevin James
 Oakore Koi
 Brett McKenzie
 Andrew Mayo
 Geoffrey Morgan
 Geoffrey Morrissey
 Rick Nutter
 Shane O'Brien
 Robert Overton
 Simon Rea
 Graham Shuker
 Dennis Smith
 Leigh Stevens
 Martin Timbers
 David Valgre
 Alan Vickers
 Paul Wehipeihana

Barbara Alaataloa
 Kris Alderson
 Jennifer Alderton
 Sonia Alderton
 Margaret Anaru
 Carolyn Andrews
 Mary Ansell
 Lynnette Bailey
 Susan Bain
 Julie Baughan
 Jillena Beazley
 Susanna Bech
 Sara Bennie
 Christine Benton

Valerie Bidwell
 Lianne Bonnington
 Kim Boswell
 Beverly-Ann Burchill
 Jennifer Burke
 Jane Bygrave
 Shane Carew
 Janet Cartwright
 Vanessa Castle
 Karen Chadderton
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 Yvonne Clarke
 Dianne Clayton
 Patricia Collins
 Marie Comins
 Tina Cooper
 Jennifer Costar
 Antoinette Costello
 Sara Coutanche
 Patricia Cowperthwaite
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 Colleen Dennehy
 Linda Devlin
 Angela Douglas
 Juliet Douglas
 Diane Dryden
 Susan Edgecumbe
 Lisa Elsegood
 Avril Erceg
 Denise Evans
 Michelle Faithfull
 Rosina Farrelly
 Sally Feather
 Linda Ferguson
 Donelle Fischer
 Linda Fish
 Virginia Ford
 Kathryn Foster
 Margaret Fox
 Kathy Frantz
 Kim Gee
 Mary-Anne Gilbert
 Tracey Gleeson
 Suzanne Graham
 Selina Green
 Debra Greening
 Mary-Anne Grubi
 Tina Guest

Michelle Hards
 Phillipa Harman
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 Sandra Hartnell
 Beverley Hay
 Bronwyn Hayward
 Sandra Henare
 Camilla Henehan
 Karen Hicks
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 Brenda Hinton
 Mary Hooker
 Jennifer Howarth
 Moira Howard
 Margaret Irwin
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 Linda McKenzie
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 Brenda Mackay
 Carol MacPherson
 Helen MacPherson
 Mary Maddren
 Va Maea
 Margaret Maisey
 Christine Matos

Colleen Metcalfe
 Adrienne Meyer
 Maureen Miles
 Fiona Moffat
 Bronwyn Mudford
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 Maureen O'Sullivan
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 Mary Pooley
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 Karen Stoddart
 Janet Sturgess
 Catherine Sumner
 Helena Surynt
 Averil Symons
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 Cherie Tawhai
 Sandra Townsend
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 Carren Walker
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 Leanne Webber
 Frances White

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Hilary Williamson
Christine Willis
Gina Willis
Vanessa Wisbey
Deborah Wylde

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Linda Hohaia
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Marion Maconaghie
Michele Pearce
Susan Shirley
Lisa Terreni
Kaye Tucker
Kathleen Waters
Diane Whitley

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3RD YEARS

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Enosa Auva'a
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Malcolm Campbell
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Geoffrey Collins
Roy Coulthard
Peter Courtney
Lester Davison
Rudolf Den Hartog
Philip Dennett
Keith Dowdle
Russell Duurloo
David Ellery
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Blake Hunton
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Lesley Brewer
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Irene Bryant
Zoe Buchanan
Michelle Buttimore
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Barbara Carr
Raewyn Casey
Susan Chambers
Sharon Chapman
Jan Clarke
Denise Coleman
Anne Cowsill
Nicola Cox
Sharon Cox
Thelma Cox
Debra Craig
Lorraine Davies
Ingrid De Jonge
Diane De Lange
Joanne Denekamp
Carla Dixon
Greer Doidge
Caroline Downey
Colleen Duffy
Shona Duncan
Vicki Elliott
Carolyn Evans
Karen Everatt
Stephanie Farach
Susan Fish
Gay Foley
Christina Freeland
Irene Gavin
Kerry Grimmer
Jocelyn Guthrie
Julie Hadlow
Aileen Hanley
Mary Hansen
Christine Hardie
Kirsty Hardie Boys
Raewyn Harley
Bronwyn Harrison
Michelle Hartly
Suzanne Harvison
Claudette Hauiti
Mary-Jane Hayden
Susan Heafield
Tracey Herring

Janet Hoogwerf
Judith Hopkins
Diane Hodge
Kathryn Howie
Helen Hyndman
Diane Jackson
Rowanne Jackson
Michelle Jeffares
Rosemary Johnson
Philippa Jupe
Angela Keenan
Leane King
Susan Kostiuik
Christine Lamb
Jennifer Lamb
Salu Laurenson
Marion Lawry
Jo-Anne Leih
Jacqueline Leonard
Jennifer Liddle
Dorothy McGeady
Anita McGhie
Helen McGuire
Joanne Maclean
Laura Madden
Jill Martin
Sheridan Mattson
Karen Morris
June Mowat
Helen Muir
Evelyn Ngakuru
Johanna Nicholas
Sharron Nisbet
Bernadette Noa
Yvonne Noland
Gabrielle O'Brien
Lynda Maree Ogle
Rhonda O'Neill
Wendy Orsbourne
Judith Orton
Janine Osborne
Robyn Owen
Kathryn Packer
Anne Pattillo-Naera
Donna Pengelly
Helen Penney
Carol Percival
Jane Piaggi

Catherine Pole
Kristin Rasmussen
Michelle Redstone
Susan Redwood
Georgina Reynolds
Robyn Rickard
Kirstie Rogerson
Jane Ronald
Gillian Ruffell
Lucy Rumsby
Allyson Skerrett
Susan Smith
Lauren Smyth
Elizabeth Snedden
Cathy Sommers
Susan Spry
Lynley Stainton
Kaye Stichbury
Suzanne Thom
Jane Tinning
Gaye Tiplady
Rosemary Tisdall
Nerina Toeileu
Nicola Truman
Janet Twentymen
Patricia Underwood
Patricia Van Oorschot
Helen Varley
Louise Wanless
Meryl Wanless
Jane Watson
Sheridan Watts
Sandra Wellington
Lesley Whyte
Keri Williams
Patty Williams
Joanne Wilson
Rosemary Wilson
Clare Wiseman

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Martin Jelley
Kim Lovegrove
Robin Milnes
Michael Nash
Graeme Norton
Mark Rice
Robert Sheehan

Judith Adams
Phillipa Agnew
Suzanne Allen
Vicki Ansell
Alison Appleyard
Lindsay Barron
Gillian Buchanan
Mary Bull
Jocelyn Burton-Bennet
Mini Colclough
Judy Coleman
Maria Coyle
Irene Dowdle
Sandra Dreifuss
Fiona Fox
Maryann Franklin
Margaret Goessi
Rhonda Graham
Christine Hunn
Heather Hyland
Helen James
Kathleen Joblin
Sally Johnson
Karen Johnston
Juliette Laird
Dinah Lawrence
Pauline McDonald
Shona McIntyre
Karyn Mills
Marcia Mills
Sarah Mirams
Beth Noakes
Barbara Oram
Linley Porter
Anne Scott

Meredith Shaw
Karen Smith
Louise Smyth
Kathryn Stuart
Louise Tanner
Louise Turner
Deralee Waalkens
Marguerite Way
Trudi Whalen
Denise Williams

PACIFIC ISLAND
TRAINED TEACHERS

Pomate Simona

Tapaa Cowley
Rosa Fuli
Varopana Kotiau
Salome Malu
Liseta Pilisi
Elena Sala
Eseta Talataina
Fiapaipai Vaisagote
Josephine Walker

EDUCATION OF
HANDICAPPED CHILDREN

Peter Buffett
Peter Field

Robyn Baker
Pamela Barclay
Suzanne Biggs
Lesley Brokenshire
Margaret Clare
Jennifer Coop
Lesley Haddock
Susanne Neilsen
Marie Newton
Jill Nicholls
Freda Paratene
Pamela Robinson
Rosemary Ross
Teresa Stephens
Gladys Taylor
Janet Tosswill
Arlene Waite
Margaret Zubcic

EDUCATION OF THE DEAF

Bryce Cattell
John Wood

Marion Gubbins
Philippa Hobbs
Mavis Khiu
Margaret Pihama
Suzanne Prangley
Jane Young

DIVISION S

(Full-time University
students)

Kenneth Holder
Stephen Jacobs
Robert Lewis
John Marshall
Richard Smith

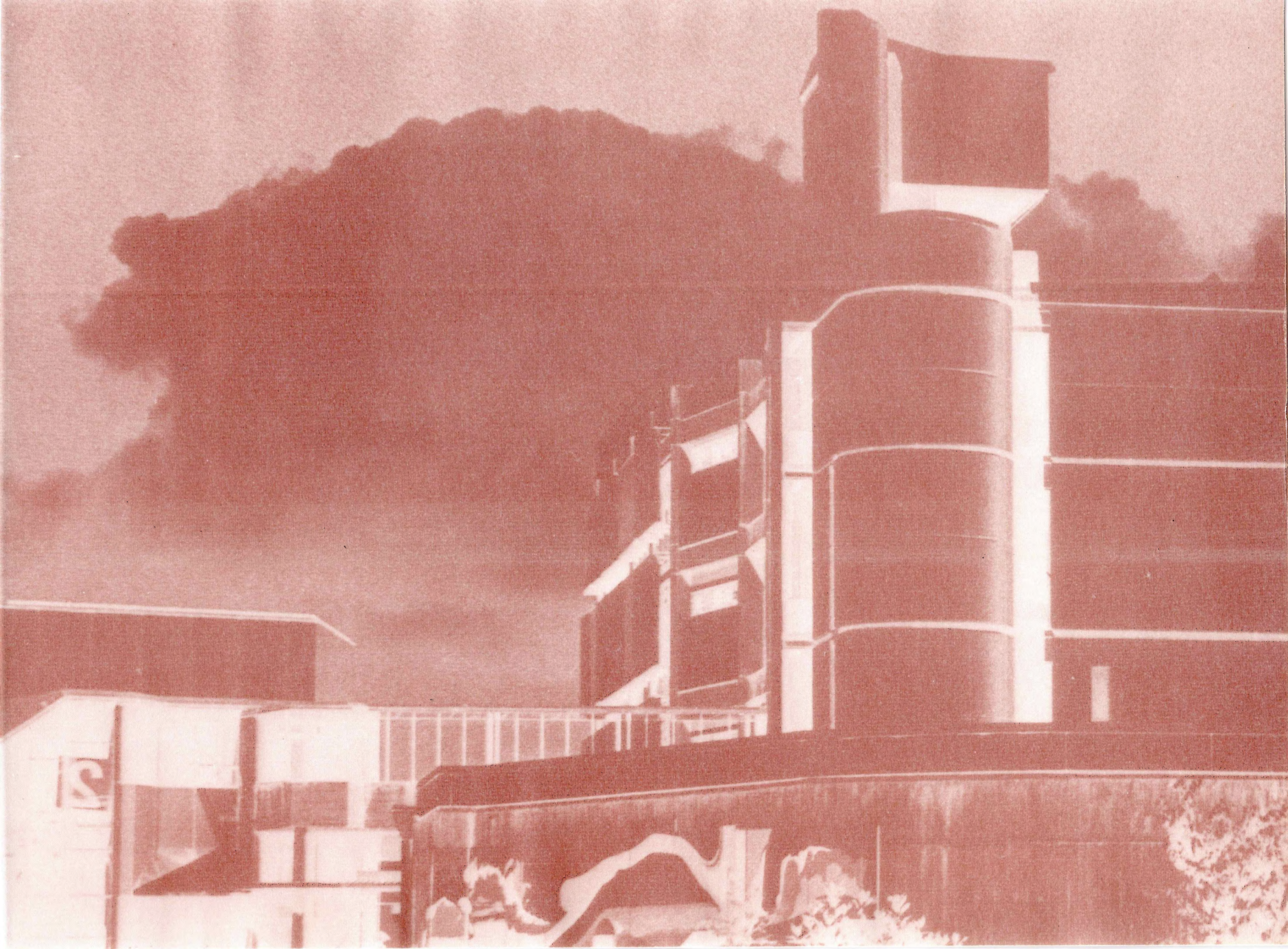
Anne Byrne
Janette Clarke
Julie Corkin
Helen Dealy
Julia Gresson
Louise Hogan
Elizabeth Hudson
Helen Jerram
Donelda Johns
Marie Kelly
Elizabeth Limbrick
Joanne McPetridge
Charlotte Parkes
Jacquelyn Pike
Angela Rawlinson
Patricia Rees
Philippa Stichbury
Penelope Vickers
Caroline Wright

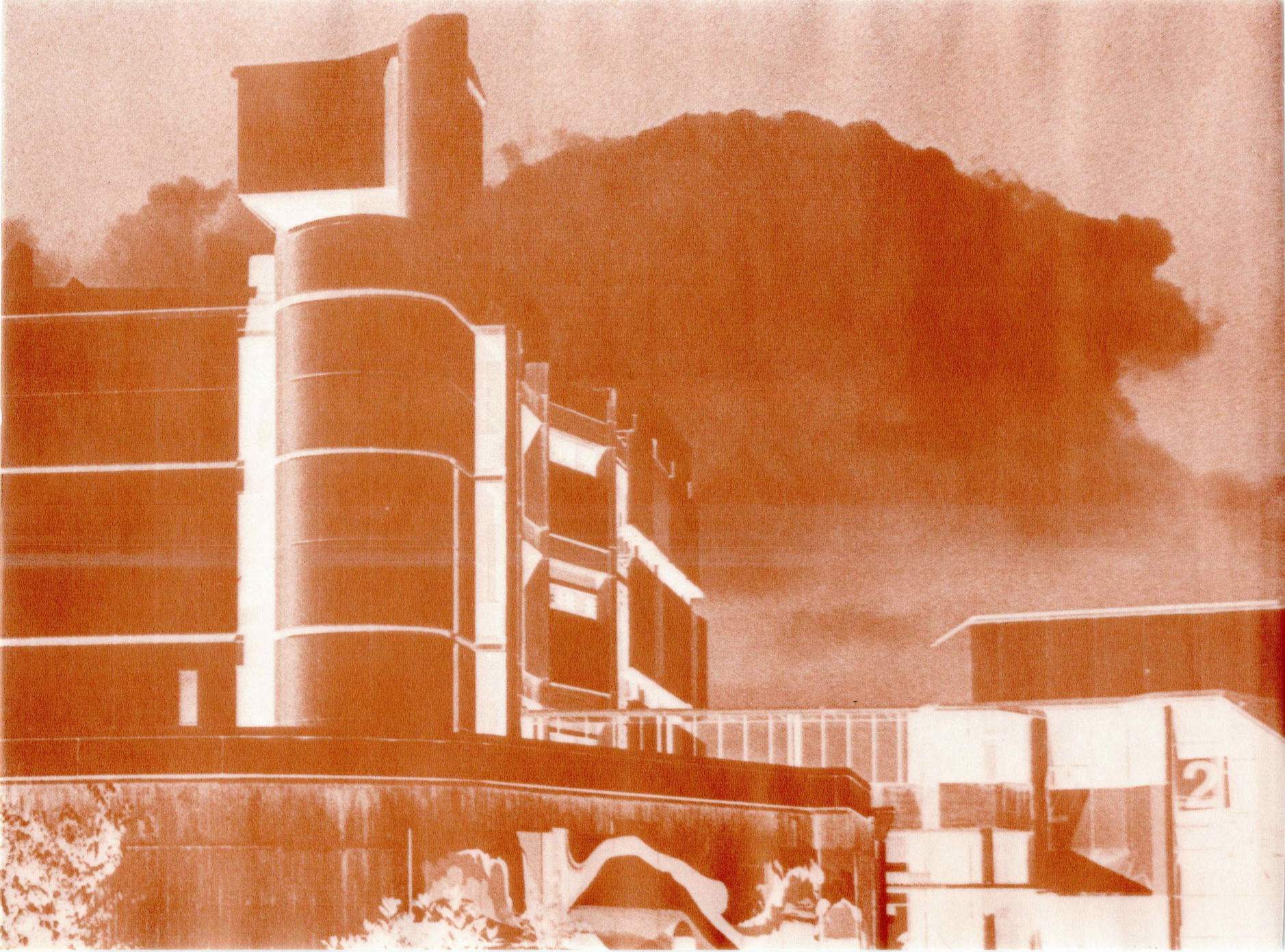
ESTIMATED SCHOOL ROLLS AND DEMAND FOR TEACHERS (Based on existing staff : student ratios)

	Rolls	Demand for Teachers	Rolls	Demand for Teachers	Rolls % Change	Demand for Teachers % Change
PRIMARY SCHOOLS	As at 30/9/77		As at 30/9/88			
Present state schools	484,100	19,600	413,100	16,800	-14.7%	-14.2%
All state schools (including integrating private schools)	484,100	19,600	451,600	18,300	- 6.7%	- 6.5%
SECONDARY SCHOOLS	As at 1/3/78		As at 1/3/88			
Present state schools	220,500	12,700	215,700	12,400	- 2.2%	- 2.4%
All state schools (including integrating private schools)	220,500	12,700	240,300	13,800	+ 9.0%	* + 8.7%
KINDERGARTENS	As at 1/7/77		As at 1/3/88			
Present kindergartens	35,560	930	53,600	1,400	+50.7%	+50.5%

*Peak secondary roll of 223 000 in 1986 represents an increase of +1.1 percent, or including integration (248 200 total roll) the increase is +12.6 percent.

The above table was prepared in May 1978 by the Research and Statistics Division, Department of Education.





Ka pu te ruha
Ka hao te rangatahi
The old net is placed aside
The new net goes afishing (Maori proverb)

